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ABSTRACT

Educational priorities in New York State are described in this report. Legislation affecting education is summarized. A statistical profile of enrollments and expenditures is given. Aspects of elementary, secondary, and continuing education are discussed. The discussion of higher and professional education includes a progress report on the statewide plan; regionalism; improving institutional management; State aid to nonpublic colleges; medical and dental education; improving doctoral education; external degrees and college proficiency; higher education opportunity programs (HEOP); noncollegiate sponsored instruction; protecting the consumer in the professions; financial assistance to students; self assessment for colleges and universities; and teacher education and certification. The section on cultural education covers the State Museum, mass communications; the State Library, the State Archives; and the State Science Service. Vocational rehabilitation is discussed briefly. (Author/MC)

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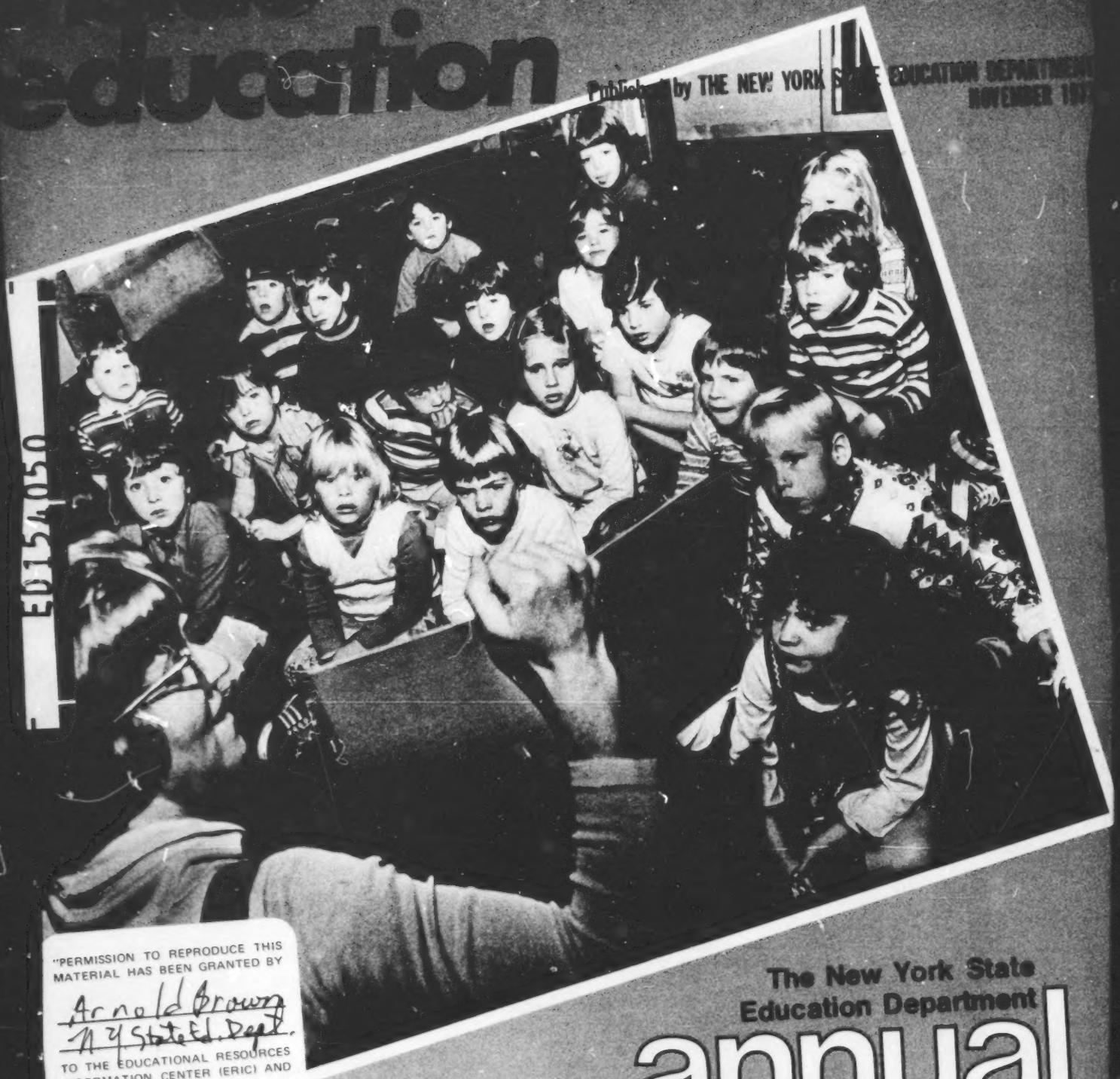

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The New York State Education Department

annual report 1976-77

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ANNUAL REPORT 1976–77

of The New York State Education Department

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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EXPRESS

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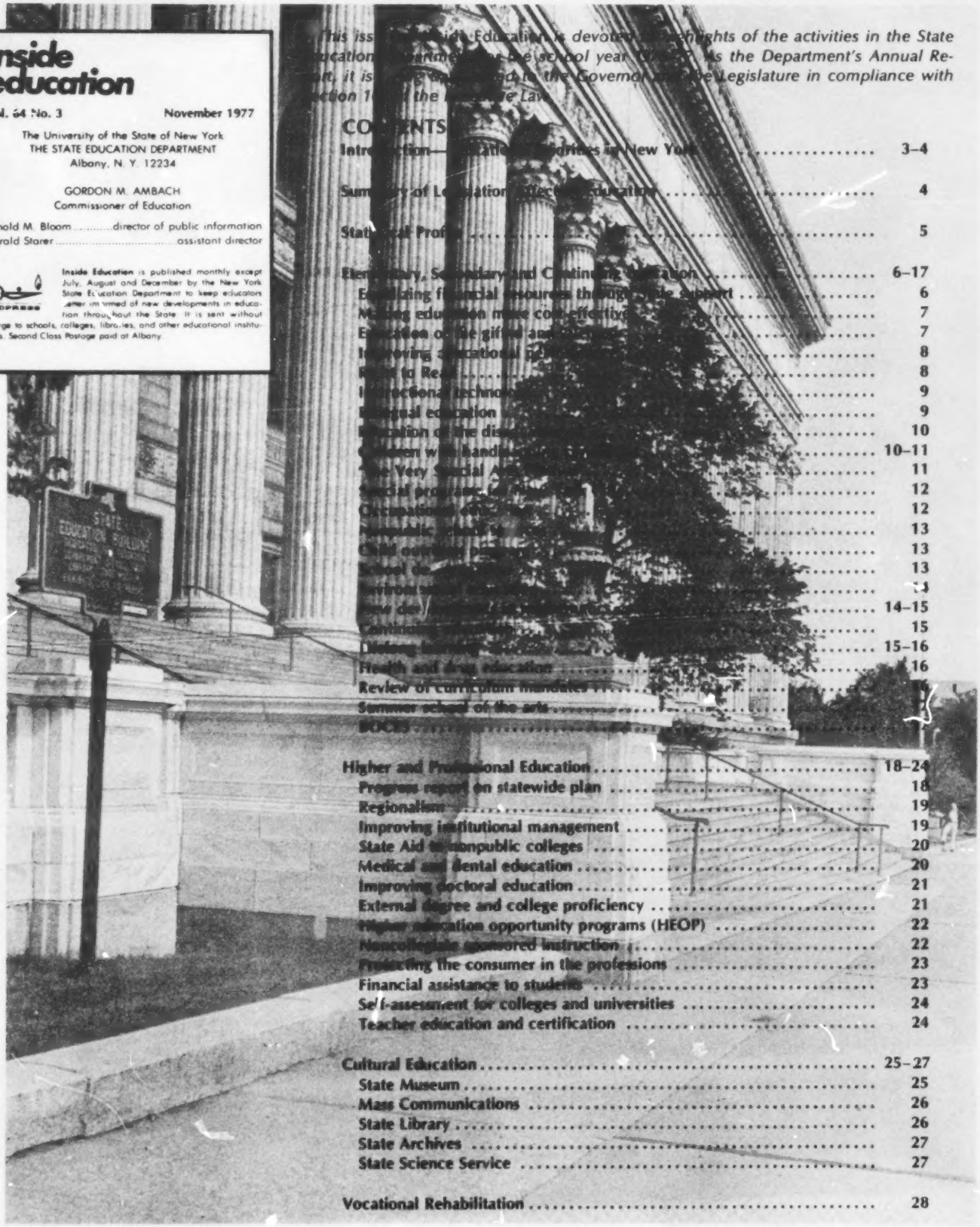

This issue of Inside Education is devoted to highlights of the activities in the State Education Department during the school year 1976–77. As the Department's Annual Report, it is submitted to the Governor and the Legislature in compliance with Section 10 of the Education Law.

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Introduction
Educational priorities in New York

By Commissioner of Education Gordon M. Ambach

All of us should be proud of the many positive achievements that were made in education in New York State in the 1976–77 academic year. This *Annual Report* highlights various new programs and further development of existing programs which contributed significantly to the overall improvement. And yet, the *Report* also recognizes that much remains to be done to realize the full potential inherent in our educational system.

The expectations of the people of New York for opportunities in education have never been higher. It is because of these high expectations that there has been so much criticism of education. When people care, and care deeply, they are most vocal and expressive about unmet expectations. The gap between expectations and current performance must be closed.

The Regents and I believe the gap can be closed, provided the various components of The University of the State of New York are linked in creative new ways. This requires everyone to work more closely with one another than ever before, as partners, to identify educational priorities and to establish policies which will best serve *all* students in this State.

Ten Working Priorities To Guide SED Action

I established, earlier this year, a set of ten working priorities to guide Education Department action through next June. These priorities are central to the Department's working relationship—and partnership—with the rest of the education community. They are:

I. Improving Educational Performance in Urban School Systems

The first priority is to improve student performance in New York City and the other urban centers in this State. Of all states in the nation, New York has the largest urban population. This population lives in cities of broad diversity—cities which must address a most perplexing set of problems. These cities face an extraordinary challenge to realize the fundamental concepts of American democracy—rights and opportunities for all persons with justice and equity.

A special, long-term education project is currently underway in New York City. Its focus is on the analysis of student performance to determine what is happening in the instructional program—how much delivery of service is actually going to students, and in which ways. The approach is comprehensive, involving teachers, administrators, board members, parents, college and university representatives, City government officials, and leaders in business and industry. The purpose is to develop changes in school building and classroom activities in ways that will improve student performance within existing resources.

This will be a long-term effort, focusing at first on instruction, not governance or finance. The Regents' role is to assist the key parties in the City to develop effective solutions through this action project. A considerable portion of State Education Department staff time will be committed to it.

II. Setting Standards for Instruction and Student Performance in Elementary and Secondary Education

Five current activities of the Regents and the Department are related to setting standards for elementary and secondary instruction and student performance: (1) Review of Curricular Mandates; (2) Implementation of the Basic Competence Examination Program; (3) Development of a New Testing Technique of Reading Comprehension; (4) Establishing Controls on the Use of State Aid for State Priorities; and, (5) Preparing Regents' Proposals for State Aid to the Public Schools. These several activities must be considered *together* to assure clarity in Regents' objectives, proposals, and expectations for results. Melding these activities presents a complex and difficult task which must be addressed.

III. Racial Integration

Our society's efforts to achieve racial understanding and equality of opportunity are of vital importance. There is little hope that we will achieve the revitalization of our schools and cities until and unless we achieve understanding, harmony, and justice among all of the racial groups that form our society. The Regents have clearly stated their policy in this regard, and I am committed to that policy.

IV. Governance of Higher Education in New York State

The basic issues of higher education in New York State are related closely to the economic predicament of the nation, especially in the northeast. The issues are rising costs, the consequences of retrenchment, enrollment decline, the tight employment market, an erosion of public trust, and the maintenance of educational quality. Problems of financing higher education, both in the public and the independent sector, have generated a search for new ways of increasing higher education effectiveness.

Our objective is to assure legislative support of a system with strong coordinated planning, policy-making and accountability as statewide responsibilities of the Regents. We will work toward adjustments in the master planning process, which was designed during a period of great growth, so that the process can adequately assure both diversity and quality of higher education offerings while adjusting to decline. We will work toward a stronger budgetary review by the Education Department and Regents and toward a stronger procedure of academic quality review, expanding on the concepts now in place for the review of doctoral programs. *(continued on next page)*

Priorities (continued)

V. Assuring Competent Performance in the Professions

The Regents' statewide responsibility and concern for professional education, licensure and discipline in 29 fields requires continuing analysis of questions of statewide adequacy and of the geographic distribution of practitioners; trend lines of supply (to accommodate the long lead time required for preparation of practitioners); standards of acceptable professional performance; and means of assuring that those standards are met.

Our objective is to protect the public, but beyond protection and in more positive terms, the objective is to assure that needed services are available without regard to geographic location or racial/ethnic/religious/economic factors, and that such services are both safe for the patient or client and that, at minimum, they meet acceptable levels of quality.

VI. Strengthening State Library Services as Part of the New York Educational System

The biennium of 1978–79 is a critical period for New York State library services. Long-term goals, governance, universality of access to the system, the balance of local, State and Federal support—these major considerations and others are likely to be shaped for much of the balance of this century.

We must continue to guide all libraries toward expanded and improved service through such measures as resource sharing, promoting the coordinated growth of the State's many information services, and maintaining and strengthening the State Library and State Archives under the responsibility of the Regents.

VII. Education for Vocations

Present deficiencies must be corrected in two key areas: (1) an effective system for correlating training needs with present or projected employment needs is not in place; and (2) we do not have an effective system for accumulating and reporting information on the status of students after graduating or acquiring specific skills. A more effective system for accumulating and reporting information on occupational education students is essential, and the data base for planning programs and using resources under the various State and Federal sources (vocational education, career education, CETA, manpower training, etc.) must be sound.

VIII. Services for the Disabled

Significant changes in both State and Federal law require full opportunities for children and adults who are disabled. The State Education Department has three major tasks. The first is implementing Chapter 853 and the new amendments to that chapter. Second, strengthening the Education Department's capacity to monitor and evaluate vocational rehabilitation services. Third, adjusting practices and facilities in the Department and educational institutions throughout the State to remove barriers for the disabled as required by "Section 504."

IX. Education and Health Policy

We must increase awareness of preventive measures and promote greater medical self-sufficiency among the public (better self-care, increased ability to determine need for professional help, and improved capacity to communicate with health care professionals.) To accomplish this we must develop cooperative school health programs using resources of schools, hospitals, and other community health agencies; and, develop regional services in health education with Health Service Agencies (HSA). In addition, we must address special problems of health care service and distribution—geriatric care, family practice, shortage areas; and integrate education master planning functions with manpower data collection and health care planning.

X. Value and Effectiveness for Cost

The economic stringencies on all activities in New York State are very real. A fragile balance exists between the resources of the State that provide our tax base for public funds and the demand for public service. The base must not be eroded by excessive demand. To assure a continued flow of resources, the public throughout New York must be assured of value for cost. Our Department has a special obligation to monitor and evaluate educational institutions and programs and to report to the Legislature, Governor and the public on levels of effectiveness related to cost. This objective must permeate all State Education Department activities and be especially related to the nine activities listed above.

Summary of legislation affecting education

One of the longest sessions of the New York State Legislature concluded on July 15.

Several bills that were enacted resulted in financial savings, if not increased dollar support, for many school districts. Among these bills was legislation which raised the operating aid ceiling from $1,200 to $1,400, continued secondary weighting, and gave districts the option of selecting formula or save-harmless aid for the 1977–78 school year. Another bill repealed statutory language that had mandated padded armrests in school buses, and still another extended the Co-Esc (Coordinated Escalator) Retirement Plan, for all public employees within the State of New York, for a period of two years.

Consumer-type educational legislation enacted included a bill that increases the membership of professional licensing boards and requires that each board shall have at least one member chosen from the general public and who is not associated with the profession to be regulated.

Another bill provides that prescriptions shall be filled by less expensive generically equivalent drugs, rather than by brand name drugs, unless the prescriber specifically requires the pharmacist to "dispense as written."

With regard to mandated courses of instruction, a bill giving schools greater flexibility in presenting course material dealing with the use and misuse of alcohol, tobacco and other drugs was enacted.

Legislation signed into law, expanding the functions and duties of boards of cooperative educational services, authorizes a bill permitting BOCES to furnish nonpublic, not-for-profit, elementary and secondary schools, at not less than cost and with the approval of the Commissioner of Education, any instructional support services provided to component districts.

In the area of higher education, new statutory provisions making permanent the temporary increase in Bundy aid provided in 1976–77 were enacted. Additionally, a bill requiring institutions of higher education to provide students with information on sources of financial aid, loans and scholarships, and statistics on job placements, was signed into law.

Statistical profile (1976–77)

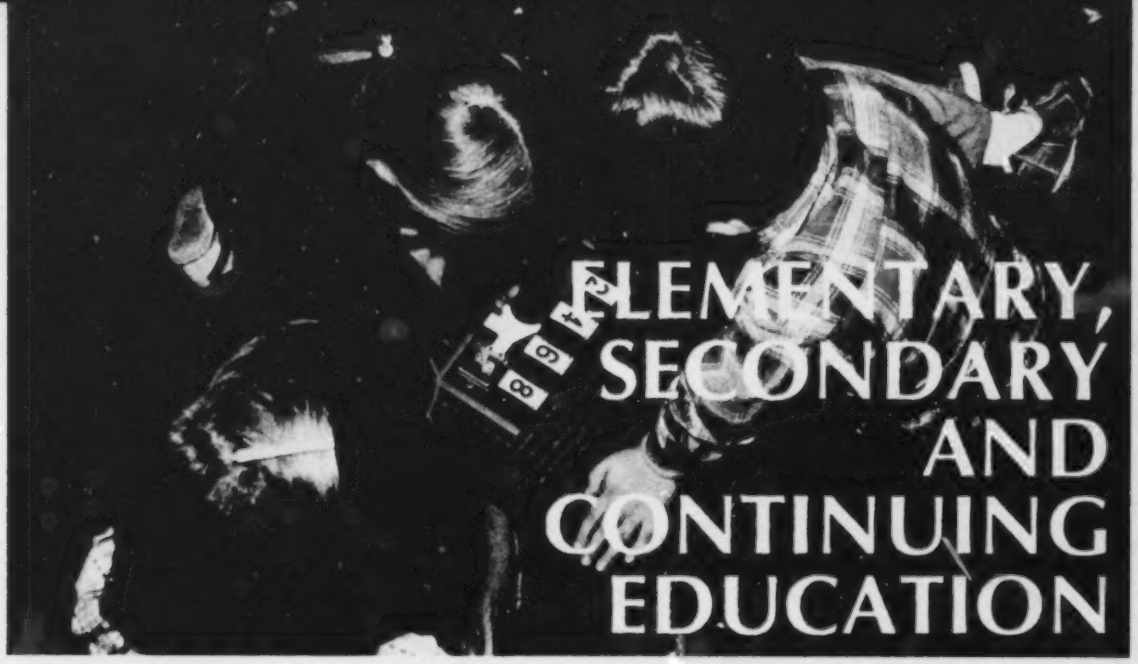
New York State Education Department

Elementary and Secondary Schools (Fall Enrollment)	
Public School Districts (K–12)	3,307,231
Boards of Cooperative Educational Services (BOCES)	21,320
Nonpublic Schools (K–12)	606,210
Total (K–12)	3,934,761
Elementary and Secondary Schools (Total Professional Staff)	
Public School Districts	193,043
BOCES	6,551
Nonpublic	42,077
Total	241,671
Elementary and Secondary Schools and Districts (Fall)	
Public School Districts	744
Public Schools	4,354
BOCES	45
Nonpublic Schools	1,937
High School Graduates*	
Public	215,115
Nonpublic	[illegible],995
Total	250,110
Public Elementary and Secondary School Expenditures*	
Total Expenditures	$7,988,000,000
Approved Operating Expenditures**	$6,216,000,000
Public Elementary and Secondary School Expenditures, Per Pupil in Weighted Average Daily Attendance (WADA)*	
Total Expenditures	$2,445
Approved Operating Expenditures	$1,902
State Aid to Public Elementary and Secondary Schools*	
Amount	$3,119,600,000
Per Pupil in WADA	$955
Percent of Total Expenditures	39.1
Adult Education Programs in Public School Districts*	
Number of Districts	500
Enrollments	950,000
College and University (Full-time Degree Credit Enrollment)†	
Public	347,216
Independent	241,235
Proprietary	13,561
Total	602,012
Value of Regents Scholarship and Fellowship and Tuition Assistance Program (TAP) Awards*	$212,100,000
Value of State-Guaranteed Loans for College Study	$259,301,021

* Estimated.

** Approved operating expenditures are those for the day-to-day operation of the schools. Not included are expenses for building construction, transportation of students, expenditures for BOCES services, tuition payments to other districts, and expenses for programs which do not conform to law or regulation.

† Preliminary figures.



ELEMENTARY, SECONDARY AND CONTINUING EDUCATION

Equalizing financial resources through State support

New York State's financially hard pressed school districts experienced another difficult year in 1976–77. Because the State aid formula had not been adjusted since 1973 and because it causes annual decreases in aid to most districts as a result of inflationary increases in property valuations, practically all districts in the State received their 1976–77 aid based on the save-harmless provision. As a result, the gap in expenditures per pupil between poor and wealthy districts continued to increase as it has every year since 1968.

With school boards faced with the knowledge that this would be the case, 1976–77 budgets, especially in New York City, again included staff reductions proportionately far exceeding enrollment reductions. The statewide staffing average in 1976–77 was 58.4 professionals per 1,000 pupils enrolled, down from 62.3 per 1,000 in 1974–75, a reduction in staffing per pupil of about 6 percent. Since this reduction was in addition to staff reductions of 2.8 percent reflecting the two-year enrollment decline, the end result was a total two-year reduction of 8.9 percent in the number of professional staff members in the schools of the State.

Full-Time Professional Staffing
New York State School Districts
(1975–77 School Years)

	Total Staff Members	Staff Per 1,000 Pupils Enrolled
1974–75	207,086	62.3
1976–77	188,587	58.4
Reduction	8.9%	6.2%

Despite this budgetary stringency, a record 29 percent of 1976–77 local school budgets were defeated.

Total elementary and secondary education costs in 1976–77 rose to $7,988,000,000—up 4.8 percent from 1975–76. When compared to the prior year increase in the Consumer Price Index of 9.4 percent, this in effect meant a program cutback of roughly 4.6 percent after adjusting costs for inflation.

School Expenses, State Aid and Inflation
(1976–78 School Years)

In Millions

School Year	Total Expenses	Percent Increase	Total Aid	Percent Increase	Consumer Price Index Increase
1975–76	$7,623	—	$3.070	—	—
1976–77	$7,988	4.8%	[illegible]0	1.6%	9.4%
1977–78	$8,314	4.1%	[illegible]96	2.4%	6.3%

As mentioned previously, the 1977 Legislature adjusted the formula for 1977–78 by increasing the foundation level to $1,400 per pupil from the former $1,200 level but limited aid increases to 6 percent. The save-harmless was continued. This increased State aid in 1977–78 to $3,196,000,000—a 2.4 percent increase over the 1976–77 level of $3,120,000,000. Under this formula about 340 school districts are on save-harmless in 1977–78. Total expenditures will be an estimated $8,314,000,000—up 4.1 percent from 1976–77. State aid will represent 38.4 percent of total expenses, down from 39.1 percent in 1976–77.

Meanwhile, the Levittown case (in which a group of New York State school districts are challenging the constitutionality of the State aid formula) is continuing its way through the courts. A lower court decision is expected in 1977–78.

Making education more cost-effective

Making education more cost-effective has long been a goal of the Board of Regents, but is now being given even more emphasis by its inclusion in their priorities for 1977–78. A recent report prepared for the Temporary State Commission on Management and Productivity listed 79 State Education Department programs aimed at this goal. Improved cost-effectiveness can be achieved either by reducing costs, increasing effectiveness, or by a combination of those two activities.

Reducing Costs

Among the many programs with this goal are the following:

▶ The Education Department urged and implemented legislation to enable Boards of Cooperative Educational Services (BOCES) to change their method of borrowing for capital purposes by issuing obligations of component districts. Fifteen BOCES took advantage of this provision in 1976–77 for a net savings of $33 million.

▶ Audits of transportation aid worksheets and expenses (123 have been conducted by the Department through June 1977) have resulted in disallowed expenditures of $7.8 million with a potential State aid recovery of $7 million.

▶ Management studies were conducted in 1976–77 for 47 school districts. These resulted in recommendations for more economical operation of programs in central office management, budgeting, purchasing, building operation and maintenance, and other areas of school management. Many other studies focused on promoting economy and efficiency in transportation and insurance.

▶ The Department has formed a coordinating committee with the departments of Social Services, Mental Hygiene and Audit and Control, to establish uniform standards and rules and to assure coordination of all activities relating to the education of handicapped children in private schools or State institutions. In cooperation with this committee, audits are being conducted of private schools receiving public funds for the education of handicapped children. These audits are resulting in more appropriate tuition rates as well as recommendations relating to fiscal management.

▶ The 1977 school district annual financial reports were greatly simplified, reducing paperwork costs to local districts. In 1978, certain reports will be eliminated and others will be substantially simplified, especially if certain legislative recommendations of the Regents are adopted.

Improving Results

As a result of recent changes in Federal legislation, funding innovative and support programs (ESEA IV-C), greater emphasis has been placed on (1) helping districts to be assured of the cost-effectiveness of new programs developed elsewhere and (2) providing grants to provide the start-up costs of adapting such programs. This process relieves districts of the need to pay development costs of new local programs, and provides assistance in installing proven cost-effective programs developed elsewhere. In 1976–77, 48 demonstration projects were funded to illustrate and disseminate information about proven programs, and 80 districts were funded with replication grants to adapt those programs to their local needs. During 1977–78, another 295 replication grants will be awarded.

The Department has also funded or sponsored many projects aimed at improving instruction in school districts. Many of those projects are among the 48 demonstration projects previously mentioned.

Education of the gifted and talented

In 1976, the Board of Regents published a position paper entitled *Educating the Gifted and Talented in New York State*. Of the ten recommendations contained in the paper, six were directed to local school districts to initiate or increase their efforts to meet the needs of their gifted and talented students. The focus of these recommendations is upon developing comprehensive long-range programming that will meet the needs of these students.

To implement the policies formulated in the paper, the tenth recommendation calls for the preparation of a comprehensive long-range State plan to be based upon a survey designed to assess statewide needs of the gifted and talented. Data analyzed from a 1974 survey underscore urgent needs which must be met to identify and nurture these exceptionally able children and youth with extraordinary potential.

▶ Of the school districts surveyed, 83 percent perceived that their communities ranged from "only mildly supportive" to "strongly opposed" to any effort for the benefit of the gifted and talented.

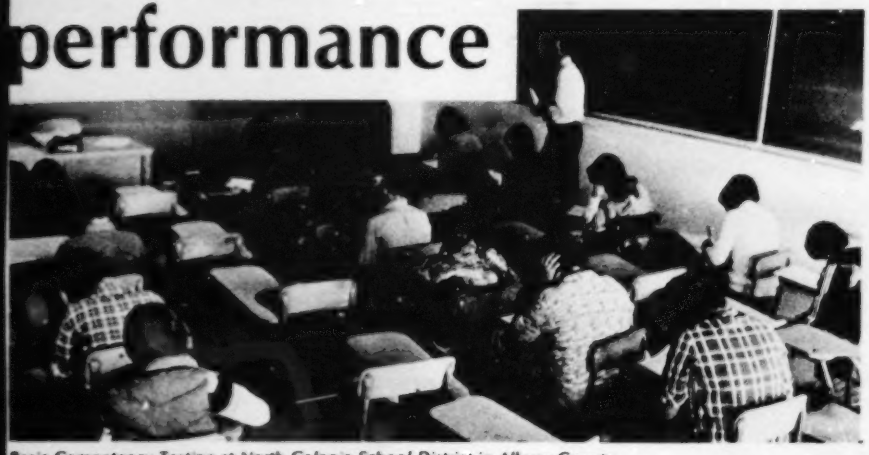
▶ Of the school districts surveyed, 96 percent indicated that they do not have organized parent groups serving as advocates for the gifted and talented in their communities.

▶ Of all school districts in the State, only 16 percent offer programming, and only $14 per $100,000 is spent on programming designed for the gifted and talented.

As a result of the survey, the Education Department prepared a State plan and made a major effort during the past year to develop a series of field guides dealing with identification, programming, and inservice and preservice activities.

An essential component of the State plan calls for the establishment of at least two pilot Regional Resource Centers during 1977–78. The proposed guidelines for the operation of such centers were developed last year and will be revised as a result of the experience in operating the pilot centers during 1977–78.

Improving educational performance



Basic Competency Testing at North Colonie School District in Albany County

Improvement in student performance continues to be a most important goal of the Board of Regents and the State Education Department. Because of the complex nature of that task, the Department is pursuing a variety of activities which it believes will have a positive effect on the outcomes of instruction. Three particular efforts—the Degrees of Reading Power tests, the Basic Competency Testing Program and the Instructional Support System—are discussed below.

Degrees of Reading Power Tests (DRP)

The Education Department has developed a new measure of reading comprehension. The new set of tests, titled Degrees of Reading Power (DRP), has been constructed, and the tests are now in the process of validation. The DRP, unlike previous testing instruments, provides one continuous scale to identify the readability level of the most difficult text that a student can read with comprehension. The reading passages on the test begin with very easy text, and continuously progress, by degrees, to very difficult text. The unique characteristics of the DRP make it a sensitive measure of individual and group gain in reading. In time, the DRP will enable the development of rational standards for competence in reading including both minimal and adult competence standards. In addition, the DRP should significantly aid instruction by providing a new mechanism for matching instructional materials to student reading ability.

Basic Competency Testing Program

The Basic Competency Tests are designed to measure the extent to which pupils have mastered the skills and understandings that adults need to acquire to function adequately in modern society. The tests measure skills in five subject areas: reading, mathematics, civics and citizenship, practical science and health, and writing skills. The tests are administered in the early high school years so that additional attention might be given to students initially unable to pass the tests. Beginning in 1979, passing scores on the reading and mathematics tests will be required of students in order to receive a high school diploma. In 1980, passing scores will be required on all five subject area tests.

The Instructional Support System

The Instructional Support System (ISS) has been developed to improve instructional effectiveness in school districts, particularly in areas of math and reading. The ISS employs systematic management approaches for designing and implementing comprehensive (across all schools in a district and all grades within a school) and coordinated instructional programs. The ISS includes a management information system which provides accurate, up-to-date data on student progress to teachers, parents, principals and school district administrators.

The ISS is an experimental program which has been implemented in mathematics in New York City Community School District 18. Evaluation results have indicated significant achievement gains at all grade levels for students in the ISS mathematics program. The State Education Department is currently working with the New York City Central Board of Education to develop computer support for instructional management purposes including the ISS. With Central Board support, the Department anticipates expansion of the ISS into additional community school districts.

Right to Read

Planning for reading improvement [illegible] focus of a series of workshops [illegible] 400 school districts. In addition to [illegible] Right to Read program has [illegible] Six program [illegible] Department's New York City [illegible] Buffalo, Albany, Rochester, Syracuse, Utica, Binghamton, Elmira, Jamestown, Watertown, Plattsburgh, Oswego, Poughkeepsie, Newburgh, Mount Vernon, New Rochelle, Yonkers, Hempstead, Long Beach, Freeport, Roosevelt, Central Islip, Riverhead, Patchogue, Port Jefferson, Huntington, Glen Cove, Oyster Bay, Port Washington, Great Neck, Lynbrook, Valley Stream, Rockaway, Far Rockaway, Jamaica, Flushing, Bayside, Whitestone, Forest Hills, Ridgewood, Astoria, Long Island City, Greenpoint, Williamsburg, Bushwick, Brownsville, East New York, Canarsie, Flatbush, Bensonhurst, Bay Ridge, Sunset Park, Red Hook, Gowanus, Park Slope, Fort Greene, Clinton Hill, Bedford-Stuyvesant, Crown Heights, Prospect Heights, Boerum Hill, Cobble Hill, Carroll Gardens

Instructional technology

Efforts to develop rational and cost-effective systems of instructional technology received significant support from curriculum and content units. Two projects exemplified the benefits which can be derived from close cooperation between educational communications specialists and curriculum specialists.

One was *Project GIFT (Government and Industrial Films for Teaching);* the other *Ready-Cassette-Go,* a series of instructional technology kits designed for alternative educational uses and particularly for short term, emergency absences of regular classroom teachers in which little or no preparation time is available to the substitute teacher.

Project GIFT concentrates on accessing the enormous educational resources of sponsored films of government and industry. Although the existence of these materials is well known to educators through the "Educators Guide to Free Films" and similar publications, the lack of precise information on instructional content and indefinite delivery schedules have reduced their potential usefulness.

To overcome these problems of access, and curriculum appropriateness, a pilot project was launched by the State Education Department, 33 BOCES units, and four of the five "big cities." The problem of access was overcome by using a video tape conversion system at the Chautauqua County BOCES where the selected films were converted to tape and distributed to the member centers of the GIFT Consortium.

At the member centers, additional copies of each tape/film were prepared on the basis of local demand to create a more timely and dependable supply than ever before. The most important aspect of the project, however, was that curriculum and content specialists in the Department and in the field had sorted and screened the materials for their content accuracy and curricular priorities before they were recommended to the consortium member centers.

As the project progressed, several of the content bureaus began to prepare new curriculum elements specifically related to instructional materials available through GIFT. Others developed informational materials on video tape, using the GIFT network to disseminate their information to the schools.

Ready-Cassette-Go was designed to provide schools with completely packaged instructional technology modules including presentational materials on video tape, spirit masters for duplicating student activity materials and tests to which reference is made in the body of the presentation. Other manipulatable materials, such as metric rulers (which also play a role in instruction) are included in the kits. Eight one-hour modules developed in 1976–77, cover a variety of curriculum objectives within safety, science, social studies, and mathematics. Curriculum and content specialists worked closely with communications specialists in selecting pre-produced materials and in producing original units which convey the instruction.

Ready-Cassette-Go was tested in 15 locations throughout the State in 1976–77 under a variety of strategies including alternative instruction and as a support mechanism for substitute teachers who had insufficient time to prepare for the day's instruction. Tabulation of the responses reveals that among 57 teachers who participated in the field test with one or more classes, 94 percent felt that the content and level of difficulty were appropriate, and that interest among 2,400 students in the test sample was good to excellent. Broader distribution of the materials is planned in 1977–78.

Bilingual education

The Bureau of Bilingual Education has grown considerably, as a result of Title IV Civil Rights Act and Title VII Elementary and Secondary Education Act funding. Technical assistance services were added in three regional offices (New York City, Buffalo and Long Island) in addition to the Albany office.

The Department's priorities in bilingual education have been threefold:

- direct response to district requests for technical assistance,
- development of comprehensive plans to integrate bilingual education across funding sources, and
- monitoring State and Federal programs to insure adherence to State and Federal regulations and guidelines.

A new bilingual higher education component was established to assist teacher education programs statewide. State Education Department staff developed plans for certifying bilingual teachers and teachers of English to speakers of other languages.

Regional bilingual tutorial programs based in New Paltz, Brockport and Dunkirk increased services to migrant children where enrollments did not warrant complete bilingual programs. Services to migrant children placed emphasis on English as a Second Language (ESL), and reading in Spanish and Hispanic culture.

Channels of communication have broadened to the field, with the advent of quarterly newsletters, monthly bulletins, video tapes, and planned radio and television public service announcements in support of bilingual education as a "total educational process" and not piecemeal programs by separate funding sources.

Among the many new curricular materials developed are teacher resource manuals designed to improve basic skills; comprehensive planning modules in needs assessment techniques, goal setting, developing performance objectives, developing implementation strategies, and evaluation designs; social studies and mathematics units available in Spanish and Greek (to be translated to Italian and Creole); Haitian folk tales in Creole and English; a series designed to teach English language skills and coping skills to adolescents; an ESL curriculum guide for preschool and kindergarten programs; Native American resource units; handbooks on teaching ESL; social studies guides; metric education handbooks; and a Spanish-English language development series.

More than 110,000 students representing 22 languages are now being served under $40.7 million worth of programs.

Education of the disadvantaged

Two major programs have provided school districts with funds for special programs for educationally disadvantaged students. Federal funds have been authorized under the Elementary and Secondary Education Act (ESEA), including programs for migrant education and for children in institutions for the neglected and delinquent. State funds are provided under the program for Pupils with Special Educational Needs (PSEN).

ESEA Title I allocated approximately $190,000,000 to 714 school districts. Programs were locally planned to meet the educational needs of the educationally disadvantaged student in the areas of reading and mathematics using a bilingual approach where appropriate.

Emphasis during the past school year was directed toward improving needs assessment procedures to more accurately identify students who were not achieving satisfactorily and to pinpoint specific weaknesses of students chosen to participate. Uniform procedures to evaluate the results of compensatory education programs were stressed. Increased emphasis was placed on programs for neglected and delinquent children in State and private institutions. Technical assistance in program planning, community involvement, and evaluation by the staffs of the five regional offices provided school districts with information concerning improved processes to insure success of the compensatory efforts.

Approximately 67 percent or 280,000 students who participated in ESEA Title I activities demonstrated higher rates of academic achievement in basic skills than previously demonstrated in the absence of remedial programs.

In migrant education, the goal is to provide each eligible child with supplemental education programs that will best meet the assessed needs. Comprehensive programs are planned to improve health and nutrition, provide recreational activities and bolster positive self-concepts. The educational programs are linked together with other State agencies which provide services to migrant children.

Additional highlights include:

- Development of tutorial projects which affect approximately 150 cooperating school districts.
- Assistance to 41 counties in the identification of approximately 6,462 children.
- Establishment of 24 summer school projects for approximately 3,235 migrant children.
- Monitoring and technical assistance.

One of the major responsibilities of the State Education Department is to aid districts in the development of quality programs for pupils with special educational needs (PSEN). Approximately $130,000,000 was generated by formula aid for programs in 715 school districts. Department services included:

- Regional workshops for districts on program design and planning.
- Planning assistance to BOCES.
- Program field monitoring and technical assistance.
- Analysis and response to districts regarding program reports for pupils with special educational needs.
- Dissemination of informational bulletins to school districts.

Evaluation results for 1975–76 (the latest data available) show that 173,000 of 201,000 participants with pre- and post-reading test scores achieved project objectives and 63 percent of the 14,221 individuals tested by criterion-referenced instruments achieved their objectives. Of the 24,987 students evaluated by other procedures, 61 percent achieved objectives. In mathematics, 74 percent of the 92,000 students achieved objectives as measured on norm-referenced tests. Sixty-one percent of the 12,000 students achieved success on criterion-referenced measures. An additional 7,000 students achieved objectives as measured by other criteria.

More than 98 percent of the 4,000 participants reported in bilingual reading and mathematics programs were successful in achieving objectives.

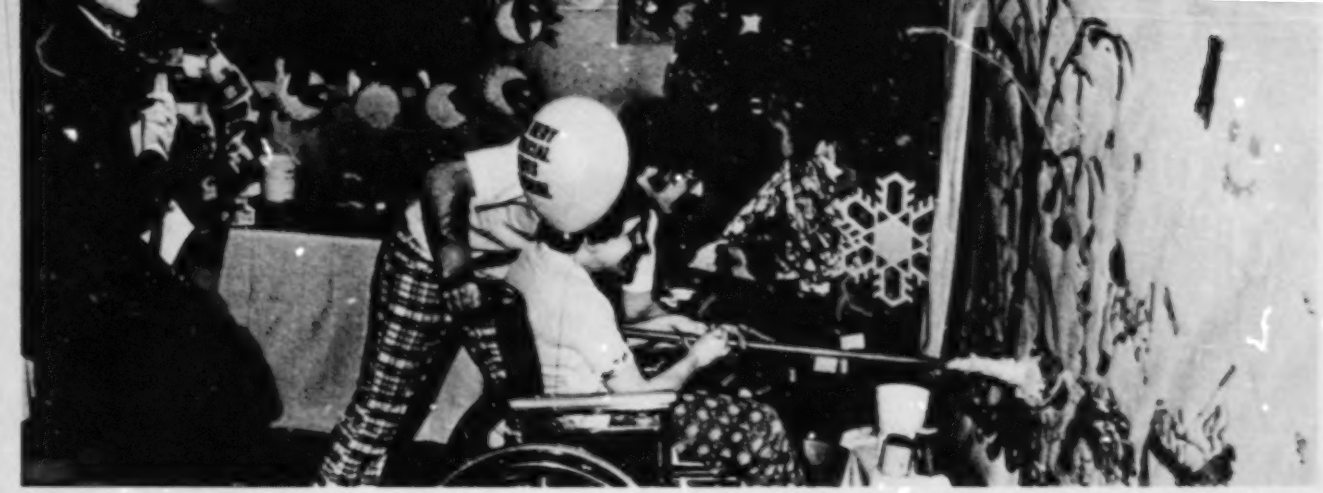
Children with handicapping

The spotlight was thrown on the rights and privileges of handicapped children and adults last spring when television news brought into living rooms across the nation the demonstrations staged by handicapped individuals to urge the adoption of regulations to implement Section 504 of the *Rehabilitation Act of 1973*. The final regulations were signed in Washington, D.C. on May 6.

Although the publicity surrounding the regulations died down quickly, the new rules had an importance unparalleled in the history of Federal and State legislation passed on behalf of the handicapped in that they prohibited discrimination on the basis of handicap in employment, access to public buildings, and the provision of social services. In the areas of the rights of all handicapped children to an education, child identification, placement in the least restrictive environment, nondiscriminatory testing, due process procedures and individualized educational programming, the Regulations supported the requirements of the *Federal Education for All Handicapped Act (Public Law 94–142)*.

In New York State during the past year, considerable emphasis was placed on putting the new Federal legislation into operation. New Commissioner's Regulations were approved in December 1976 to reflect the emphasis on individualized educational programming and the educational rights of handicapped children and adults.

Last spring the Education Department



The success of "spongebrush painting" at the Very Special Arts Festival, in Albany, brings a smile of accomplishment to the face of a Wilton Developmental Center special education student (seated in a wheelchair) his teacher, and Jean Kennedy Smith, cochairperson of the New York State Committee on Arts for the Handicapped.

'The Very Special Arts Festival'

New York State was selected by the National Committee on Arts for the Handicapped as a national model to demonstrate the impact of the arts on improved skills and heightened self-reliance in handicapped individuals. The New York State model takes the form of year-round arts education activities for handicapped students, titled the "Very Special Arts Festival."

Through its pioneering efforts last year, the festival involved more than 20,000 special students and their teachers across the State. The youngsters and their teachers participated in visual arts exhibits, performances, demonstrations and workshops in music, dance, film/media and visual arts at eight regional festivals and one "All State Festival."

The Long Island Railroad donated the former Bicentennial Train to the "Very Special Arts Festival." The train was used by the project as a showcase for the creative arts of the handicapped as well as a site for workshops and demonstrations in the arts by special students and their teachers. The "Festival Train," which made stops at five Long Island communities, was visited by more than 5,000 individuals including special students, teachers and the general public.

An inservice training program was developed in which teams of special education teachers and arts specialists learned (through personal involvement), a variety of techniques for using the arts to build basic skills and self-confidence in handicapped children. This workshop experience was presented in each of the "Very Special Arts Festival" regions throughout the State.

The first "National Very Special Arts Festival" was held in Niagara Falls, with the sponsorship of the "New York State Very Special Arts Festival," the Joseph P. Kennedy, Jr. Foundation, the National Committee on Arts for the Handicapped, and the community of Niagara Falls. Three hundred special students and their chaperones traveled from as far away as Hawaii to participate in this five-day event.

The various activities of the New York State model were documented by SED publications and a film was prepared for use by the National Committee on Arts for the Handicapped to help other states adopt the efforts of New York's "Very Special Arts Festival" model.

conditions

completed a major effort to define how the new legislation would work in New York State. The annual State plan addressed each of the major requirements and outlined what would be done to implement these requirements in New York State.

To fully inform parents about the educational rights of handicapped children, the SED published a handbook for parents entitled, *Your Child's Right to an Education*. The handbook clearly explained what parents should do to exercise their childrens' educational rights. Two hundred and fifty thousand copies of the handbook were distributed.

One crucial factor is interagency cooperation. To provide a vehicle for cooperative action on behalf of the handicapped, the Education Department supported the development of an Alliance for Action. The coalition included representatives of major State, private and voluntary agencies and organizations involved in the care and education of the handicapped. A statewide meeting of the alliance was conducted in May 1977 and plans were made to form regional coalitions of all service agencies and organizations.

Emphasizing the Department's commitment to regionalism, plans were developed to insure the identification of all handicapped children in the State. Regional *Child Find* projects were funded to identify unserved children and to assist local school districts in developing ongoing regional systems to identify unserved children.

Special programs for New York City

For the past four years the State Education Department has continued to expand its elementary, secondary and continuing education services in New York City to bring direct Department assistance to the community school districts and the central board of education.

Through the Office of Urban School Services, 32 community school district audits were reviewed and districts were assisted with procedures to bring them into compliance with audit recommendations. The exception system of reporting attendance is now in operation in some buildings in each of the 32 community school districts.

Facilities and programs of some 90 private schools for the education of handicapped children were reviewed and the 32 committees on the handicapped were surveyed and assisted. The pilot *Basic Skills and Health Aide* project, in District 14, was continued with emphasis on basic skills centering upon classroom management and the use of instructional techniques and materials.

Through the health aides, the records of more than 23,000 children were reviewed to ascertain the timeliness of medical and dental care. Those reviews resulted in more than 2,000 referrals for immunization for polio, rubella, or measles. Some 8,000 students were tested for vision problems and some 6,000 students were tested for hearing.

The uniqueness of the health aide portion of the program is the followup procedure necessary to obtain parental consent forms for various referrals. As a result of followup, more than 77 percent of the students referred were immunized.

Technical assistance was provided to school districts for the operation of special programs under Title I of the Federal Elementary, Secondary and Continuing Education Act, and under the State program for Pupils with Special Educational Needs. Approximately $121 million was expended on Title I programs, and $55 million on PSEN programs. School food management staff monitored food service programs in 1,146 school buildings during the regular school year and more than 440,000 children were served meals every day during the summer under the special Federal food services program.

The Right To Read effort continued in 18 community school districts and 26 high schools. The staff for the review of private vocational and business schools was increased and 210 private vocational schools and 40 registered private business schools were inspected.

Plans have been approved for the establishment of a New York City unit for the education of children with handicapping conditions. The proposal includes a staff to monitor and approve both public and nonpublic school programs for handicapped children and to assist local Committees on the Handicapped.

Occupational education

Occupational education in New York State served more than 700,000 persons during 1976–77. Secondary level enrollments in public schools and BOCES reached a high of 437,000. Postsecondary occupational enrollments included 83,000 full-time and 63,000 part-time associate degree students at two-year public colleges. A total of 147,000 adults were served in occupational education at Boards of Cooperative Educational Services (BOCES), public schools, two-year public colleges and educational opportunity centers.

Occupational education continued to be an important avenue of entry into the labor market, even in the recessed economic climate. A few months after graduation in June, more than 50 percent of secondary and adult occupational graduates and 69 percent of postsecondary graduates seeking work obtained employment in a field related to their training. Most other graduates who sought work obtained some form of employment. Only 16 percent were unemployed and seeking work, contrasting with statewide and national youth unemployment rates above 20 percent. SED continued to provide for placement and followup activities to improve employment opportunities for occupational education students.

Expansion and implementation of an improved Instructional Support System for Occupational Education (ISSOE) continued. ISSOE is a system of modular curriculum units consisting of performance-based objectives identified by teachers and employers as essential to particular occupations. It provides students with clearly identified learning objectives by which their ability to perform actual job-related tasks can be measured. Teachers can easily identify areas in which help is needed. The system can include computer assistance in recording and evaluating student achievement. During the past school year, ISSOE-based curriculums were operating in four subject areas, serving 6,654 students and 156 teachers at 50 educational sites.

Communication between occupational educators and employers was improved through the activities of a statewide industry-education coordinator and a growing number of regional industry-education coordinators. Twenty-five counties in the State were served by industry-education projects. Rapid development of short-term programs provided one important service to meet immediate needs identified by employers.

SED developed a new State Plan for Occupational Education in accordance with the extensive planning requirements of the Vocational Education Act (VEA) as revised by Congress in 1976. Among the priorities addressed by the plan and eligible for VEA funding are: elimination of sex bias and stereotyping in occupational education; programs and services for the disadvantaged, the handicapped and persons with limited English-speaking ability; work experience programs; occupational guidance and counseling; teacher education; and improved local and regional planning.

Nonpublic school services

During 1976–77, the Department continued to assist nonpublic schools with reporting procedures related to compliance with required services legislation.

Technical assistance was given to nonpublic schools to enable their students to attend public schools for participation in vocational education programs or for special services for the handicapped. Assistance was also provided in health services and textbook aid for students enrolled in nonpublic schools.

Since educational programs in nonpublic schools must meet and maintain State-mandated minimum standards, the Department provided extensive technical assistance to assure adherence to these standards.

Considerable progress was made in the goal of visiting all 2,000 nonpublic elementary and secondary schools in the State during a five-year period. During the 1976–77 school year, approximately 300 of these schools received onsite visitations. This brought the total of schools visited to 1,459. A professional staff member will be assigned to New York City on a full-time basis, beginning with the 1977–78 school year. This will greatly expedite the visitation procedure and make technical assistance immediately available to nonpublic schools in New York City's five boroughs.

Child nutrition program

During the 1976–77 school year, the school lunch program operated in 5,109 public and nonpublic schools and child care institutions—an increase of 380 operations over the 1975–76 school year. There was an average of 1.47 million reimbursed lunches served to school children daily with an annual reimbursement to assist in offsetting local program costs totaling approximately $8 million of State funds and $3 million of Federal funds. Included in the 1.47 million lunches served daily were free or reduced price lunches served to an average of 875,000 needy children from eligible families. The reimbursement for free and reduced lunches amounted to $82.6 million of Federal funds.

School Breakfast Program

The school breakfast program continues to grow, and has been mandated for all schools in the five largest cities in New York State. During the 1976–77 school year, an average of 211,000 children were served breakfast daily in more than 1,905 school buildings. State aid amounting to $2.1 million and $8.8 million in Federal funds helped to offset the local costs of the program.

Summer Food Service Program

The summer food service program for children continues to expand in New York City and in other sections of the State. More than $54 million was spent during the summer of 1976 on this completely federally funded program. The program involved serving meals to needy children at approximately 6,500 sites throughout the State—with 5,500 of the sites located in New York City.

More than 13 million breakfasts, 44 million lunches, 9 million suppers and 7 million mid-morning or mid-afternoon supplements were provided during July and August to an average of 900,000 children daily—with 800,000 of these children participating in New York City.

Nonfood Assistance Program

The nonfood assistance program, which provides Federal funds for cafeteria and kitchen equipment, provided $651,000 for equipment in more than 470 school buildings, both public and nonpublic.

Commodity Distribution Program

The commodity distribution program, while currently being administered by the Office of General Services, provided approximately $29 million worth of surplus foods.

Special Milk Program

The special milk program, which provides milk for schools not participating in the national school lunch program as well as schools which do participate in the lunch program, provided an additional $12 million of Federal funds.

Child Nutrition Program

In total, the child nutrition programs brought an estimated $175 million in Federal and State aid to schools and child care institutions in New York, plus the more than $54 million in Federal funds spent in the summer feeding program.

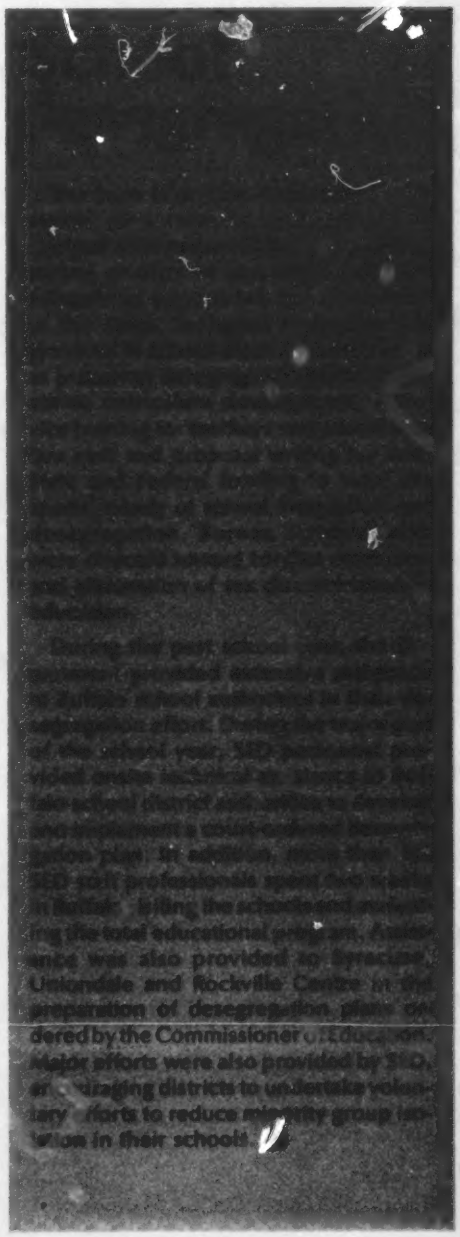


Photo by State University College at Geneseo

Environmental education

Although SED had been developing environmental education instructional supplements for teachers since 1970, it became apparent that student and teacher needs in this area would be well served by a more formal approach. Thus, the Department developed *An Environmental Syllabus, grades 10, 11, 12* and distributed it to all schools. The publication was designed to encourage local school district implementation of environmental studies. In effect, the Department had created a flexible, approved course format for students which would earn them credit toward the Regents diploma.

This multidisciplinary syllabus contains 14 units which are generally representative of the commonly accepted categories of environmental issues. Three of the units are general in nature, intended to stimulate interest in environmental studies, survey awareness, and project environmental futures. Several reflect an orientation toward science and deal with population dynamics, energy, pollution, and environmental health. The remaining units are closely related to the social studies and include land use, transportation, careers, and the study of consumer "environomics," or the effect of environmental issues on the economy. All units are interrelated and appropriate in varying degrees to most of the major disciplines.

The syllabus was designed to encourage the students themselves to participate in the establishment of priorities for the selection of units and, more specifically, for the selection of procedures or activities within each unit. These procedures suggest that it is consultation as much as direction that is required from the instructor, particularly in terms of assessing the students' abilities and previous academic experiences. This information permits the instructor to tailor activities so that students are provided with the most relevant context for their encounter with environmental studies.

New deve in mathe

During the 1976–77 school year, 38 pilot school districts completed the third year of a new three-year Regents sequence for high school mathematics. The first course of this sequence was revised after two years of trial and was distributed to all secondary schools across the State. This past spring, revision was begun on the Course II syllabus.

The sequence, presently an alternative to the traditional Regents program, emphasizes the integration of mathematics topics into a logical and practical format. Previously treated as independent concepts, algebra, geometry, logic, probability, statistics, and trigonometry, are woven into the three-year program which will provide for basic mathematical needs as well as a foundation for further study. The first three years of the program have produced considerable interest and enthusiasm of both students and teachers. Preliminary testing results have been positive and a greater percentage of students have been retained in the new program than in the traditional program.

Federal funds were made available for the establishment of three demonstration districts to help schools initiate the new sequence. During the 1976–77 year, these districts developed plans and procedures for providing regional meetings for schools interested in implementing the new curriculum as an alternative to the traditional Regents sequence.

The metric system continued to be a major concern, with emphasis on teacher education. During 1976–77, more than 75 workshops were conducted to provide teachers with information about the metric system and with ideas for presenting the system in the classroom.

In addition, there was active involvement with two organizations providing leadership in the development of metric understanding. The New York State Metric Council has been developing plans for implementing the metric system with the cooperation of business, industry, government, education, and consumer organizations. A Northeastern State Metric Education Consortium, consisting of nine states, sponsored the development of curriculum materials for teaching metric measure at all grade levels and in the bilingual education area.

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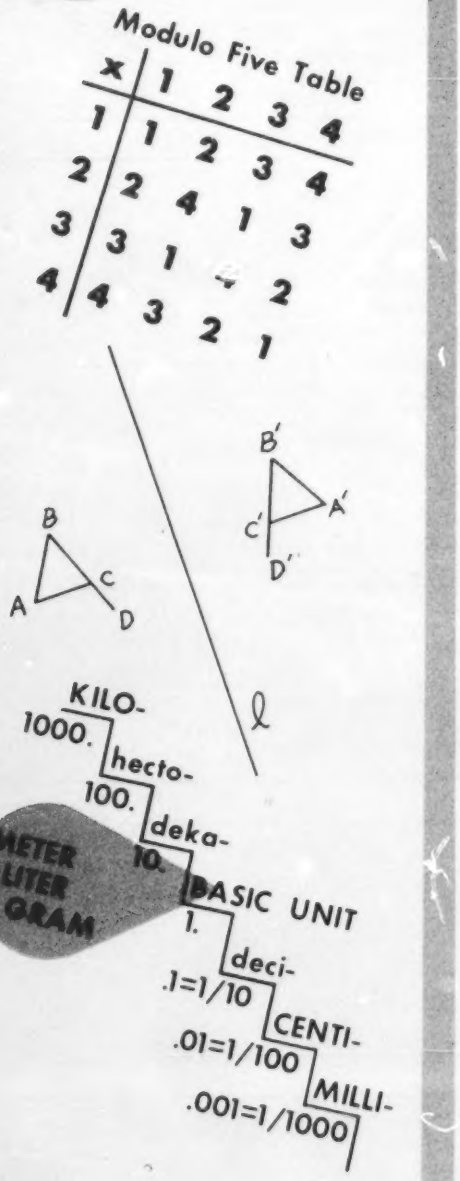


Continuing education

A diversified network of programs was provided during 1976–77 to respond to the increasing number of adults who require additional education. Programs provided services in elementary education, secondary education, Americanization and citizenship, civic and public affairs, arts, music, drama and crafts, academic preparation for trade, industrial and technic education, parent education, health and safety education, and education for senior citizens. Approximately 500 communities provided services to more than one million adults in these categories.

During the past year, a continuing education needs assessment study was conducted throughout the State to assess the availability of continuing education programs, to further determine what additional programming services are required by adult learners, and to determine what training is needed by personnel who work with adult learners. Responses were analyzed and planning for implementation or modification of programs began.

Priorities focused on seeking alternative delivery systems by which adults may be served; development of improved instructional techniques and classroom management for adult clients; and the development of training programs for personnel seeking to work with adult learners. Many innovative projects were highlighted, such as:

- Development of a regional network of trainers for teachers of English as a second language.
- Use of computer-assisted instruction for basic skills.
- Field testing (at five separate locations across the State) the external high school diploma program which assesses and certifies lifetime competencies of adults as the basis for awarding the diploma.
- a preretirement program, providing leadership training which will enable industry, labor, and education to cooperate in offering preretirement education to their population.
- Use of cable television and tutors, easily reached by phone, to provide learning opportunities leading toward the high school equivalency diploma.
- Development of a peer counseling program for Hispanic adults who are taught counseling skills to use with their peers.

Lifelong learning

In addition to focusing its attention to ongoing programs in adult education, the State Education Department has been looking ahead to the long-term needs of adults as learners. A special project, titled *The Study of Adult Education*, has been looking at the future learning needs of adults in our society. The study has found a growing national awareness of the importance of learning throughout adult life during the working years and on into retirement. Increasing numbers of adults each year participate in a variety of learning activities in formal programs at schools and colleges, and in less formal programs offered through libraries, museums, television and community organizations.

Because the field has been developing rapidly, there has been inadequate opportunity to fully assess both what is happening and what may be needed through public policy or action for the future. For that reason, SED strongly supported the development of Federal legislation on lifelong learning introduced in Congress. The so-called *Lifelong Learning Act* directs the Assistant Secretary for Education to take a broad look at the full range of Federal support for adult learning. As part of that examination, *The Study of Adult Education* looks particularly at the financing of lifelong learning. One product of this effort was a volume on the concept of "Entitlements" published by the National Institute of Education. The entitlement approach would provide public funds directly to adult students similar to the GI Bill, allowing the adult student to determine when, where, and what s/he would study.

The need for review of the financing of adult learning is emphasized in a recent preliminary report by the College Entrance Examination Board, Washington, D.C. Analysis of Federal data indicates that there may be as much as $9 billion now available from the Federal government to support the education and training of adults over age 22. These funds are provided in 240 Federal programs administered by 29 Federal departments and agencies. *(continued on next page)*

Lifelong learning (continued)

Because of the diversity of opportunities for adults, the study has put special emphasis on developing more adequate information and counseling services. SED has made a significant start in this direction in several of its programs. What is now needed is a more comprehensive service which will assure that a prospective adult student can readily obtain information on all appropriate programs offered by institutions in his/her area of interest.

Health and drug education

Fourteen regional workshops were conducted in the spring of 1977 to provide school personnel with information regarding the nature and implementation of the new cancer and alcohol education curricula, and the latest research data on prevention, control, treatment and rehabilitation regarding cancer and the abuse of alcohol. The curricula emphasizes the development of positive health attitudes and responsible behavior by the individual for preventing cancer deaths and alcohol abuse.

The cancer education curriculum was developed over a three-year period through contractual arrangement with Roswell Park Memorial Institute and consultation with the American Cancer Society. Regional workshops introduced the curriculum prior to its distribution to all school districts in July. Three guides, one each for grades 4–6, 7–9 and 10–12, and a teacher's training manual, were included. This package represents the first effort of any state government to mobilize its scientific, medical and educational expertise for the dissemination, through the schools, of cancer information as a lethal weapon against a specific disease. More than 75 percent of deaths from lung cancer, 85 percent from skin cancer, 80 percent from breast cancer, and nearly 100 percent of deaths from cervical cancer, can be prevented by early diagnosis and treatment. The curriculum emphasizes this.

The new alcohol education curriculum was developed with cooperation from the State University of New York at Albany. The Department of Mental Hygiene provided funds and arranged for assistance from the Buffalo Area Council on Alcoholism in testing the materials. The final edition was distributed to school districts in July 1977. Curriculum and teacher's guides for grades K–6 and 7–12 and an adult education guide are included, making this a complete K–adult alcohol education program. The curriculum guide format responds to the need for student involvement in activities designed to meet specific behavioral and attitudinal objectives. This approach is expected to be more effective in alcohol abuse prevention than previous knowledge-oriented approaches. Primary grade activities, while not stressing alcohol per se, orient pupils toward positive attitude and habit formation regarding the body and the healthful versus harmful use of substances.

In the alcohol education curriculum, a serious attempt has been made to interrelate the efforts of other governmental and voluntary organizations to those of the schools. In so doing, education becomes a product of a cooperative effort which involves the school, family, industry, religion, as well as other voluntary and governmental health agencies. The schools can and must conduct an alcohol abuse and alcoholism primary prevention program, not only because it is required by State statute, but also because they have the responsibility to contribute to a more stable and productive life for each of their students.

Review of curriculum mandates

During the past year, an extensive survey was conducted to analyze the degree to which current curriculum mandates should be retained, modified, or removed to best serve the educational needs of students. The survey was designed to elicit the views of a wide variety of individuals and organizations, including teachers, administrators, boards of education, and interested lay organizations concerned with public and nonpublic education.

The survey was conducted in three major phases.

- In phase one, all of the statewide professional associations were contacted and a statement of tentative conclusions and questions was prepared to reflect their recommendations. This statement was then distributed to additional individuals and groups, including administrators, boards of education and interested noneducational groups that participated in the review.

- Phase two consisted of the analysis, review, and testing of ideas and recommendations in response to the above statement. A summary of the recommendations and an interim progress report were prepared and submitted to the Regents in December 1976.

- Both the earlier statement and the summary of reactions for further reactions and suggestions were sent to all of the previous individuals and organizations as phase three of the study.

In June 1977, a preliminary summary of reactions and recommendations was submitted to the Regents with a recommendation that action be deferred until a final report was available in October.

The great preponderance of reaction pointed toward no major changes in the mandates. There was confirmation of the need to continue all of the 14 common branch subjects in the elementary grades to insure balance in the curriculum. In addition, the study confirmed the priority being given to the basic skills and to programs for students with special needs. It was virtually unanimous that all students should be required to have a unit in mathematics as part of the high school diploma requirements and that the health mandate be retained.

Summer school of the arts

The *New York State Summer School of the Arts* was established by the Legislature in 1976. Approximately 500 New York State high school students with exceptional talent in the performing and creative arts participated in the program last summer. These students were selected from more than 40,000 applicants through a statewide screening process.

The program provided an unparalleled opportunity for some of the State's most outstanding student artists and performers to study for four weeks (in the *School of Dance, Orchestral Studies, Choral Studies, Theatre and Visual Arts*), and six weeks (in the *School of Film/Media Arts*) under nationally known artists. The schools were especially designed to prepare students who are planning to build professional careers in the arts, and were established at locations which provided resident artist organizations which served as faculty for each school.

The *School of Dance* was conducted during July at the Saratoga Performing Arts Center while the New York City Ballet was in residence. Robert Weiss, a principal dancer with the New York City Ballet, was artistic director of the program for 60 students with instruction provided by dancers from the New York City Ballet.

The *School of Film/Media Arts* was conducted for six weeks, during July and August, on the campus of the State University of New York at Buffalo. It provided concentrated training for 50 students of unusual creative ability in the major fields of contemporary moving media. The program was conducted by Gerald O'Grady, director of the Center for Media Study at SUNY at Buffalo, and director of Media Study/Buffalo. The program included the screening of approximately 150 experimental and documentary films and video tapes produced by some of the world's outstanding media artists.

The four remaining schools in the arts program each were operated for four-week periods scheduled to coincide with the residency of the arts organization at the school site.

The *School of Choral Studies* was under the direction of Abraham Kaplan, head of choral music at the Juilliard School. One hundred and three students attended the school conducted at the State University College at Fredonia and the nearby Chautauqua Institution.

The *School of Orchestral Studies*, under the direction of Robert Irving, conductor of the New York City Ballet Orchestra, operated while the Philadelphia Orchestra was in residence at the Saratoga Performing Arts Center. Some 109 outstanding student musicians received daily instruction from first-chair Philadelphia Orchestra musicians during the program.

A group of School of Theatre students rehearse for their Summer School of the Arts debut at the Saratoga Performing Arts Center.

The *School of Theatre* was conducted in conjunction with the Acting Company, a touring National Repertory Theater with Academy Award-winning actor John Houseman as artistic director, while that company was in residence at the Saratoga Performing Arts Center. The 35 students received intensive instruction in acting techniques, and attended rehearsals and performances of the Acting Company.

The *School of Visual Arts* had an enrollment of 135 students working in sculpture, ceramics, print making, drawing and painting. The instructional program was presented by artists of renown under the direction of James Ridlon, professor, College of Visual and Performing Arts, Syracuse University.

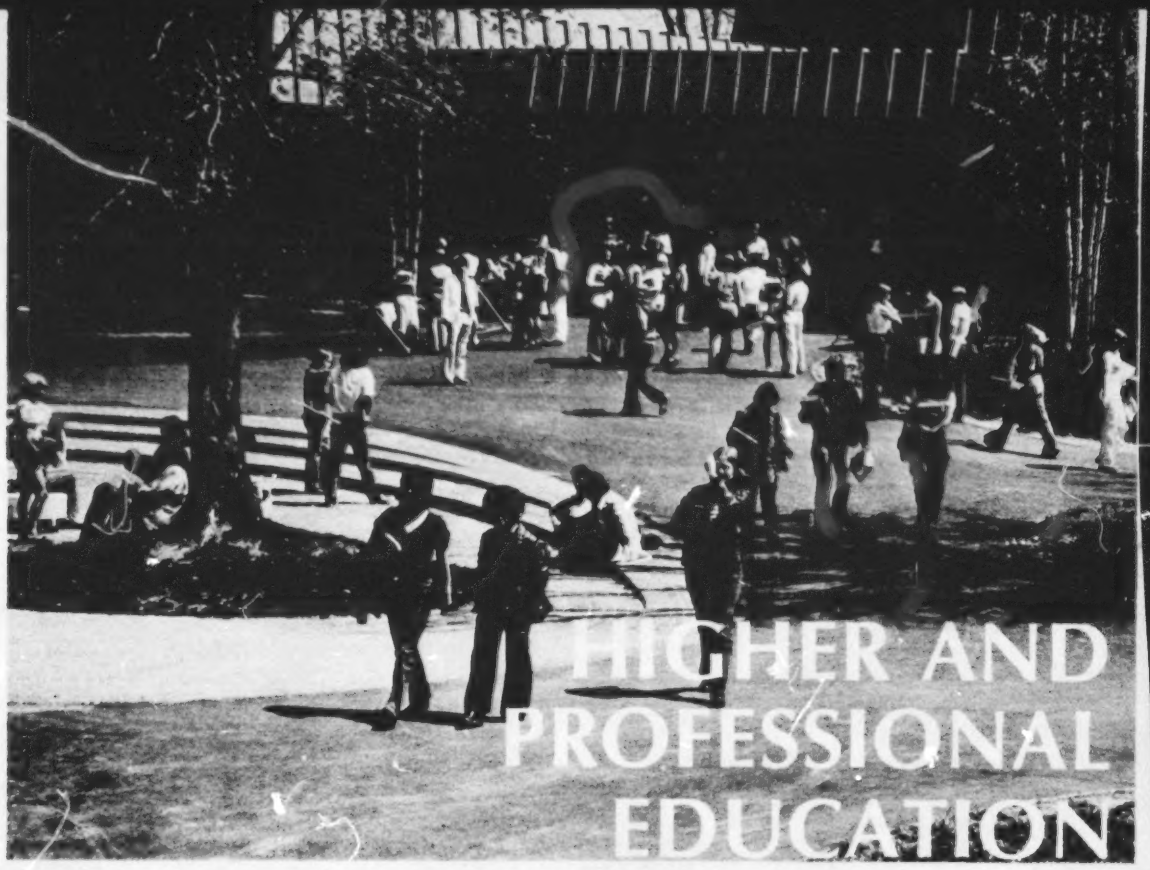
BOCES

During the 1976–77 school year, considerable emphasis was placed on planning for the Office of District Superintendents of Schools and for Boards of Cooperative Educational Services (BOCES). Specifically, reference was made to the Regents' position paper on Educational Services Structure, [illegible] and functions.

[illegible] on Legislative Bills [illegible] issued its report on BOCES. This report was an analysis of the four major service programs provided through BOCES—occupational education, education of [illegible] handicapping conditions, [illegible] communications and computer services. A review of the position paper and the LCEE report led to the conclusion that the relationship of the [illegible] and BOCES is responsive to the changing conditions affecting the schools and the emerging [illegible] as identified by the Regents and the Commissioner of Education. The development of BOCES as a major provider of occupational education for high school students and adults outside of the large cities has been a response to the needs identified by school districts and encouraged by State plans for the development of occupational education programs.

The enrollment in BOCES occupational education programs exceeds 50,000 high school students in half-day attendance and more than 71,000 adults in part-time attendance. In addition, more than 25,000 students with handicapping conditions are receiving occupational education services. Many special support services are provided for handicapped children on a shared and part-time basis.

BOCES submitted five-year plans to the Commissioner of Education which indicated expectations for program development and operation in occupational education, special education and computer services. These long-range plans are an integral part of the revised information and management system being implemented throughout the 44 BOCES in New York State. An important part of this system is the uniform system of accounts recently developed cooperatively with the Department of Audit and Control.



Progress report on statewide plan

In June 1977, the Regents issued the *1978 Progress Report Bulletin* to solicit data for their *1978 Progress Report on the 1976 Statewide Plan*. The *Bulletin* was developed by Department staff in consultation with representatives of the State University, the City University, and the Commission on Independent Colleges and Universities. This close cooperation should strengthen the planning process.

The *1978 Bulletin* stresses the need to plan for decreasing enrollment and continued fiscal difficulties. Institutions need to reexamine their missions, goals, and directions in light of those established by the Regents for the system as a whole if New York is to continue to be a leader in postsecondary education.

Two of the Regents' major goals are "freedom of access to" and "choice of" quality postsecondary education. Academic programs continually need review to make sure they are of high quality. Programs that do not measure up should be discontinued. To conserve scarce resources, priorities must be established for new programs to eliminate unneeded duplication of existing programs nearby. To this end, more dialogue is necessary at the regional level.

Questions of institutional accountability have become more salient in recent years. Strict new Veterans Administration regulations for the GI Bill establish Federal guidelines on course content, traditionally a prerogative of institutions. New Federal requirements on information for students open the door to further Federal intervention. These and other regulations portend of increased government control if institutions do not take self-assessment seriously. As they plan for the future, institutions need to strengthen internal governance and accountability, otherwise government agencies will assume an increased share of this responsibility.

In their 1976 Statewide Plan, the Regents rejected the full-time enrollment goals of State University and of the independent institutions. These sectors projected a 60,000-student increase by 1984, despite the fact that the traditional college-age population will decrease dramatically. These enrollment goals must be reexamined, since projected enrollments determine construction plans, how many faculty are hired and tenured, and future financial expectations. Overestimated enrollment can have serious consequences if it leads an institution to overcommit itself. The postsecondary system is already overbuilt in relation to the number of students. Generally, further construction would appear to be unwarranted with the expected enrollment declines.

There are other problems institutions must address. Financial difficulties face all institutions. Some are unable to hire new faculty or create new programs because they tenured too many faculty when enrollments were expected to continue to rise. Some have to close or seek merger or consolidation. The planning process should stimulate constructive ways to meet these and other problems.

To assist institutions in reporting progress toward the State's goals and to encourage discussion about the future, six regional meetings were conducted in September 1977 for chief executive officers, institutional planners, and registrars. The meetings helped to promote continued dialogue between institutions and the Department as they work together to strengthen New York's postsecondary system.

Regionalism

For the past several years, the Board of Regents has encouraged the development of regional councils to advise them on educational matters affecting the various regions of the State. As originally conceived, the regional councils, composed primarily of chief executive officers of higher education institutions in an area (augmented in some cases by lay persons), are expected to review new developments of an educational nature in light of regional conditions and circumstances and recommend appropriate action to the Board of Regents. It is believed that regional councils, comprised of people living in a specific geographic area, would be better able to assess factors unique to a specific area than a statewide governing board.

The concept of regionalism was developed at a workshop sponsored by the Association of Colleges and Universities of the State of New York (ACUSNY) in 1971. Since 1971, three Regional Advisory Councils have been created by the Regents: the New York City Council, covering the five boroughs; the Northeast Council, comprising 16 counties; and the Genesee Valley Council, comprising 11 counties.

Regional councils complement the staff of the State Education Department and the Board of Regents in the following ways:

- They are established to coordinate planning in an area, a responsibility of the Regents delegated to them.
- They include all public and private institutions in an area, and all the college presidents or their designees sit on the council (except in New York City, where the group is representative).
- The Regents may call upon the councils for advice on regional issues that come before them on referral from the central office of the State University, the City University, or from an individual private institution.
- The councils can identify areas for interinstitutional operations, but the actual operations are conducted among the institutions through consortia, contract arrangements, or other joint programs.
- Regional councils can, by mutual agreement, review informal proposals submitted voluntarily by individual members.

In summary, Regents regional councils are appointed by the Regents; they provide a forum for the exchange of ideas among institutions; they offer a formal framework for planning mutually beneficial arrangements, but they do not operate programs; they advise the Regents on local planning needs and regional planning proposals. In practice, they have provided a responsible forum for public-private discussions; they have identified programs for regional cooperation; they have selected their own chairpersons and staff and function autonomously from SED staff.

Although only two regional councils are currently functioning, the Regents continue to support the concept of regionalism. The New York City Council was forced to suspend its operation due to a lack of financial support. The lack of adequate funding has been the principal roadblock in developing regional councils. The Regents, for the past several years, have requested public funding for regionalism and will continue to press for such funding in the future.

Improving institutional management

The continued prospect of increasing costs in almost all categories of college and university budgets will require the use of improved management policies and techniques. Compounding this need will be the heightening competition for diminishing sources of revenue. An additional burden faced by several institutions is the debt service on underutilized facilities, especially dormitories.

Although two institutions have recently ceased operation, other institutions have succeeded in strengthening their positions by improving the management of their internal and external affairs. Assistance to these institutions has been provided by the State Education Department in the form of individual consultations, group conferences, and preparation of long-range financial plans. During the past year, major emphasis was placed on student recruitment, admission, and retention and student financial aid.

Recognizing the trauma experienced by students, faculty and the system when a postsecondary institution ceases to operate, SED has actively aided institutions in the search for viable alternatives, such as merger or affiliation. Where such alternatives do not exist, assistance is rendered in developing procedures for orderly closing, including the placement of students, maintenance of records, and disposal of assets.

SED has continued to assist other government agencies, such as the Dormitory Authority and the Public Authority Control Board, by acting in a third party role. This included the development of long-range management plans for institutions requesting Dormitory Authority assistance in bond sales and for institutions having difficulty in meeting their obligations to the authority.

An outgrowth of this activity has been the initiation of studies to develop criterion measures to serve as indicators in "early identification" of institutions that might experience financial difficulty in the near future. Armed with this knowledge, the State Education Department will be better able to assist these institutions by implementing management procedures more finely attuned to the problem.

An external cost factor, which appears to be increasing at an alarming rate, is the cost of compliance with government regulations. The critical nature of this topic is illustrated by the title of a Department-sponsored conference, *Student Financial Aid: Institutional Liability?* Currently on the horizon, are compliance features of regulations which require all facilities to be accessible to handicapped persons. These features will be expensive to implement.

State aid to nonpublic colleges

The number of independent colleges and universities receiving Bundy Aid reached a high of 92 during the year as one four-year college and two junior colleges became eligible. Total funds dispersed increased by 17 percent to $65.6 million, attributable mainly to the higher rate schedule approved in 1976.

A significant number of independent colleges have been unable to maintain adequate enrollment levels since the late 1960's and have been encountering increasing financial difficulty. As the academic year ended, two of these troubled institutions, after some efforts to consolidate their operations, announced that they would not open in the fall of 1977.

In January, the Regents adopted a set of guidelines to be followed by the Commissioner of Education in addressing cases of higher educational institutions experiencing financial distress. State Education Department staff will monitor the financial condition of all independent institutions and will maintain close liaison with institutions that appear to be in serious trouble. The Ford Foundation has provided a small grant to SED to assist in the development of criteria and indicators of financial condition and in the actual analysis of institutional data.

The State's eight independent medical schools and two dental schools received capitation aid of $11 million. Seven institutions qualified for a total of $800,000 for expanding enrollment of New York State residents transferring from foreign medical schools. One medical school and two dental schools continued to receive payments, totaling $4.6 million of capital construction grants.

Medical and dental education

Pressures of student applications upon available places in medicine have continued unabated, in spite of continuing expansion in the number of medical school places and in spite of the high proportion of available spaces that are reserved by both public and private institutions in the State for residents of New York.

During the past year, the New York program at the Medical School of the University of Vermont was initiated and provided additional opportunity for the medical education of 20 New York State residents. Under contract between the University of Vermont and the State Education Department, the State has paid $6,000 per student toward the total costs of the program. Students in the program execute an agreement to practice for at least three years in a location within New York State designated by the Board of Regents as an area of physician shortage.

A similar law was enacted in 1976, authorizing the Regents to contract with the Sackler School of Medicine, University of Tel Aviv, for the education of 20 to 40 residents of New York State annually, under terms similar to those in the Vermont program. Funds were appropriated to admit 40 students in the fall of 1977.

New Federal legislation is of far-reaching importance for medical practice in this State. The law will limit significantly the admission of foreign medical graduates after January 1, 1978. Delivery of health care in New York State has become dependent upon foreign doctors increasingly in the last few years, especially in hospitals including those operated by the State. A new examination, the Visa Qualifying Examination (VQE) must be passed before a visa will be issued to a foreign medical graduate. In addition, many foreign physicians now practicing in this country will be required to pass the examination or return to their homelands.

Dental education in New York State has maintained progress toward meeting health manpower demands by increasing spaces for student enrollment. Of the four dental schools in the State, three have expanded their facilities and faculty. However, many more qualified candidates applied for admission to the dental schools than could be accepted. Because of the competition for admission, few candidates who have not earned a baccalaureate degree are currently able to obtain admission to the dental schools. Total enrollment in the four dental schools in New York State for 1976–77 was 1,236. This number was exceeded only by the predoctoral student enrollment in the dental schools of four other states (California 1,997; Pennsylvania 1,739; Illinois 1,616; Texas 1,238).

Advanced dental education programs are classified into graduate programs and postgraduate programs. Only universities conduct graduate programs. A graduate program leads to one of the following degrees: Master of Science (M.S.), Master of Science in Dentistry (M.S.D.), or Doctor of Philosophy (Ph.D.). The dental schools in the State are moving toward increasing their offerings in both graduate and postgraduate education. Many postgraduate programs are not sponsored by a university and are conducted in hospital settings. A degree is not awarded upon completion of a postgraduate program.

Because of the increased number of graduates of foreign dental schools seeking licensure in the State of New York who are required to complete approved additional years of dental study, New York University College of Dentistry has established a foreign dentist training program. The program offers a variety of short refresher courses in specific areas of dental education. It also offers two academic years of study in basic and clinical sciences. The State University of New York at Buffalo School of Dentistry also has a program accepting, with advanced standing, the graduates of foreign dental schools.

External degree and college proficiency

A Regents External Degree candidate (at left) receives his bachelor's degree from Chancellor Theodore M. Black at commencement ceremonies in Chancellors Hall, Albany.

The number of adults using unconventional routes to a college degree continues to grow and the College Proficiency Examination Program and Regents External Degree Program are expanding to meet their needs.

This year, more than 1,500 people earned Regents External Degrees in nursing, business, and the arts and sciences, bringing the total of degrees granted since the program began in 1971 to 6,000. Today, more than 12,000 others are enrolled in the eight degrees offered—associate in arts, associate in science, associate in science (nursing), associate in applied science (nursing), bachelor of arts, bachelor of science, bachelor of science (business administration) and the newest program, bachelor of science (nursing). More than 1,000 students have enrolled in the baccalaureate nursing program and the first candidates are expected to graduate in early 1979.

Every year, thousands of people take College Proficiency and Regents External Degree Examinations to earn college credits and advanced standing at traditional institutions, or to meet external degree requirements. During 1976–77, more than 17,000 proficiency exams were administered, including the most recently developed examinations in introductory and intermediate typewriting. All tests are now available nationwide and at military bases around the world, under the auspices of the American College Testing Program (ACT).

Regents External Degrees and College Proficiency Examinations enable adults with full-time job and family responsibilities to earn a college degree without necessarily enrolling in a campus-based program. Degree candidates usually combine several methods of satisfying requirements, including college course work, proficiency exams, and accredited educational programs sponsored by the military, business, and industry. Students proceed at their own pace and make use of all the educational resources of The University of the State of New York, such as courses offered at local colleges, and study materials at public libraries. Many of these institutions are staffed with volunteer advisors working for the Regents External Degree and College Proficiency Examination Programs. Within the past year, this network of advisors served more than 12,000 New Yorkers. In addition, the Regents recently established an Inmate College Advisory Project. This project will use academically successful ex-offenders as advisors to prison inmates interested in continuing their education.

The Regents External Degree Program is accredited by the Board of Regents; the associate degrees in nursing are accredited by the National League for Nursing. In mid-1977, the program received full accreditation from the Middle States Association of Colleges and Schools, the regional accrediting body for this area of the country.

Higher education opportunity programs (HEOP)

Four State programs (*SEEK* and *College Discovery* at City University, *EOP* at State University and *HEOP* at independent colleges and universities) provide postsecondary access for students who are educationally and economically disadvantaged. During 1976–77, more than 31,000 students attended college through one of these programs.

The State Education Department administers HEOP (Higher Education Opportunity Program) through individual contracts with independent institutions. During 1976–77, 5,300 HEOP students were enrolled in 73 programs at two- and four-year colleges, in correctional facilities and on the Akwesasne Mohawk Reservation.

HEOP provides access to highly specialized areas in addition to the standard liberal arts fields. During 1976–77, a number of HEOP students were engaged in engineering and related technology majors at institutions such as the New York Institute of Technology, Pratt Institute, Rensselaer Polytechnic Institute, and the Rochester Institute of Technology; in business-related majors at Pace University, Iona College and Albany Business College; in the fine arts at Bard College, Pratt Institute, Parsons School of Design, and Skidmore College; and even in food service and administration at the Culinary Institute of America. Through the various opportunities of the HEOP network, leadership in all of these fields will include increasing numbers of minority and other disadvantaged persons.

During 1976–77, the Department of Audit and Control concluded an audit of the program from its inception in 1969 through the 1974–75 academic year. In essence, the audit found that disadvantaged students *were being served* by the campus programs. Department studies show that these students are *served well*, succeeding through to graduation at rates equaling or exceeding those of their regularly admitted counterparts. The audit did find that some technically ineligible students had been admitted during the audit period, and SED has implemented a number of new procedures to prevent recurrence of such problems.

The State Commission on Investigations also conducted a study of the various postsecondary opportunity programs in the State during 1976–77. The final report of the Commission included an expenditure and attrition table demonstrating that the independent institutions were most cost-effective among the three higher education sectors in terms of producing graduates from programs for the disadvantaged. It also pointed out the advantages in terms of public accountability of the individual campus contract system in use by HEOP and urged its broader adoption.

Noncollegiate sponsored instruction

A recent study shows that the State Education Department's Program on Noncollegiate Sponsored Instruction has been effective in enabling State residents to receive college credit for learning gained in the workplace. The program reviews formal educational courses and programs conducted by business and industry, government, labor unions, and other organizations whose primary function is not education, and makes appropriate college credit recommendations for the courses evaluated. The recommendations guide colleges and universities, in the State and throughout the country, in awarding credit to persons who have successfully completed noncollegiate sponsored courses.

The study, conducted during 1976–77 under a contract from the National Institute of Education, reported that 68 percent of 170 postsecondary institutions in the State are granting academic credit to persons based on the credit recommendations established by the SED program. The 469 students directly surveyed indicated that, of the nearly 2,000 courses they submitted to colleges in 1975–76 (both in New York State and out of state), 82 percent of the courses received credit or were used for advanced standing. More than half of the noncollegiate organizations discovered that, since their courses had been evaluated, enrollment in the courses which received recommendations has increased and student performance has improved.

Program Guide Published As Third Edition

This fall, SED published the third edition of *A Guide to Educational Programs in Noncollegiate Organizations*. This edition reports on the nearly 800 courses conducted by 68 organizations throughout New York State which were evaluated and received credit recommendations through the program since it began in January 1974. In the future, the *Guide* will be updated by supplements (published on a regular basis) to include new credit recommendations established through the review system.

Establishment of Credit Recommendations

Credit recommendations are established at the undergraduate or graduate levels by teams of evaluators selected from college and university faculties and noncollegiate organizations. Evaluations involve site visits to each organization, a thorough review of all course materials, and discussions with the administrators and instructors in the programs being evaluated. The process eliminates the need for each college to evaluate courses as individual students request credit for them.

Some Course Evaluations During 1976–77

Some of the noncollegiate organizations which had courses evaluated for the first time during 1976–77 were the Albany and Rochester Chapters of the American Institute of Banking, the Bernard Fineson Developmental Center, the Central Labor Rehabilitation Council of New York, the City of Albany Department of Human Resources (CETA programs), the Equitable Life Assurance Society, the Hotel Association of New York City and the New York Hotel and Motel Trades Council, McGraw-Hill, Mobil Oil, and the New York State Bankers Association. The courses offered by these and the other organizations cover a wide range of subject areas, including auditing, economics, hotel technology, industrial technology, international trade, nautical science, and secretarial science.

Protecting the consumer in the professions

One major goal has been to increase public awareness of SED's Division of Professional Conduct and Division of Professional Licensing. A toll-free telephone line has been installed to permit individuals to lodge complaints about unprofessional conduct. Public service announcements were prepared and distributed to radio and television stations throughout the State and a special brochure was developed to publicize the responsibilities of the Division of Professional Conduct and to describe how to register complaints. A toll-free line also has been installed to enable individuals to ascertain whether an individual is licensed or registered in the State.

The State Education Department's Professional Conduct Office has conducted an intensive outreach campaign to obtain the cooperation of law enforcement agencies, insurance companies and professional associations in identifying unprofessional conduct.

A second important area of activity has been revision of the Regents Rules which define unprofessional conduct in the 30 professions subject to the regulation of the Regents and the State Education Department.

The rules reflect a concern with consumer protection. One noteworthy provision permits professionals to advertise their services in all media and to advertise prices for specific, routine services in the written media and professional directories. The new code includes rules to: (1) enable patients, clients and succeeding practitioners to obtain patient/client records; (2) restrict professionals to those areas of practice in which they are competent; (3) require health professionals to wear identification badges while practicing in hospitals, clinics, group practices or commercial establishments; (4) prohibit ordering excessive tests or treatment not warranted by the patient's condition. Some of the rules apply to all professions while others apply only to the health professions, the design professions or individual professions.

A third major undertaking during the past year was a comprehensive review of the professional discipline process which includes investigation, voting of charges, peer hearings, and review by the Regents Review Committee and the Board of Regents. This review has resulted in the revision of existing procedures and the implementation of new procedures to expedite the handling of disciplinary cases and to provide ways in which errant practitioners can be removed from practice, if circumstances warrant, as soon as possible. Specifically, summary suspension, consent order, and resignation procedures have been instituted.

A hotline operator at SED in Albany verifies licensing information concerning a practicing physician in New York State. The Albany hotline provides public information concerning the licensure and registration of all 29 professions regulated by the Regents.

The investigative, legal and support staffs of the Department's Division of Professional Conduct were doubled in recognition of greatly enlarged demands. New equipment and a larger office have been obtained to enhance the Division's efficiency. A computer-based information system was installed to improve case data collection and retrieval to improve the Department's capability of monitoring the disciplinary process.

Staff of the Division of Professional Licensing also was increased and an automation of certain processes begun to expedite the licensing and registering of professionals.

Financial assistance to students

Student financial assistance programs received considerable attention during 1976–77 and a number of revisions in law and regulations were enacted. Among the changes are the following:

▶ Criteria for emancipated students, who seek to exclude parental income in determining Tuition Assistance Program (TAP) awards, were revised. Awards for single emancipated students will be calculated on a different basis, in 1977–78, reflecting the expectation that these students are better able to contribute toward educational costs than other students.

▶ The Higher Education Services Corporation, which administers State student assistance programs, is authorized to advance payments for State awards to participating institutions in order to improve cash flow. The corporation is also authorized to facilitate institutional tuition credit for students who have filed applications for State awards.

▶ Regents, college, and nursing, scholarship winners will be selected on the basis of national scholastic aptitude tests rather than on the scholarship examination formerly administered by the State Education Department.

▶ The Board of Regents has approved revisions in Commissioner's Regulations which govern student eligibility for financial assistance programs. These regulations relate to full- and part-time study, use of awards, matriculation and academic standing.

▶ Participation in the Guaranteed Student Loan Program, administered by the corporation, has also been expanded, in conformance with recent Federal legislation. Nonresidents of the State who are attending institutions within the State, may now apply for loans. Students engaged in the professional study of dentistry, medicine and veterinary medicine may receive higher levels of loans.

▶ The Legislature also provided for a new series of Regents scholarships for the study of optometry. Five new scholarships will be awarded annually, each having a duration of up to four years.

TAP awards for 1977–78 will be funded at a level of $202.8 million, compared with an appropriation of $184.2 million for 1976–77. The total appropriation for TAP and Regents scholarships for 1977–78 is $233.4 million. For 1976–77 the total was $208 million.

Self-assessment for colleges and universities

The familiar combination of rising costs and falling enrollments challenges postsecondary institutions to plan their development soundly. To help colleges assess their own academic programs, the Department is developing models of self-assessment. These models are designed to show how self-assessment enhances postsecondary programs and supports other collegiate purposes.

The project's objectives are to establish a conviction of need for continuing self-assessment; develop techniques of self-assessment; train academic staff to do self-assessment and use findings of self-assessment for decision-making and action. Department staff responsible for the Regents' accreditation of public and private colleges are providing services for 15 colleges to experiment in self-assessment.

The first year of this two-year experiment was devoted to the first three objectives mentioned above. The participating colleges have tested a core of guidelines for self-assessment and adapted them to certain of their own concerns:

Brooklyn College of CUNY — college study as preparation for careers

Clarkson College — the curricular needs of its graduates

Corning Community College — administrative goals and their achievement

Hofstra University — contract learning

John Jay College of CUNY — curricular content for law enforcement

Marist College — methods to evaluate faculty and staff

Marymount Manhattan College — effect of part-time students on programs

College of New Rochelle — a comprehensive system of self-assessment

Polytechnic Institute of New York — education for industrial needs

SUNY Agricultural and Technical at Delhi — results of academic programs

SUNY Binghamton — student attrition

SUNY College at Geneseo — curricular review by departments

SUNY College at Oswego — faculty strengths and priorities

SUNY College at Plattsburgh — educational value added

Wagner College — faculty restructuring

External reviewers have evaluated each model's achievement of the first three objectives. The most difficult task proved to be communication of the purposes of continuous self-assessment and involvement of faculty and staff to insure their support of it. Several institutions reported that the project stimulated individual initiative for self-assessment in other parts of their colleges.

This fall the Task Force colleges are undertaking the second year's objective, the use of their self-assessment findings for decision-making and action. Other New York State colleges have been invited by SED to use these models for self-assessment on their own campuses.

Teacher education and certification

In a report submitted in April 1977, a task force of professional and lay persons appointed by the Commissioner of Education recommended steps, with regard to licensing, that would give teachers a role which parallels the responsibilities assigned to other professions licensed by the Regents through the establishment of a Professional Practices Board. In addition, the task force recommended a sequence of preparation that included undergraduate training, an examination, an internship, and a master's degree. Upon receipt of the report from the Commissioner with his own recommendations, the Regents sought reaction from the professional community. Further steps will be considered in the 1977-78 academic year.

On schedule are revisions in programs preparing public school personnel in response to the call for a more public and explicit statement of what a graduate will know and be able to do. As of this report, approximately 80 percent of all the programs in the State have been revised. The schedule calls for all programs of teacher preparation to be revised by 1980.

The Department is trying an alternative to the extensive use of consultants to review the quality of teacher education programs. The trials involve surveying college administrators, faculty, students enrolled in the program, recent graduates and public school personnel. The survey gathers data on the critical aspects of the preparatory programs and will be used by SED as part of its assessment of program quality. Where the survey indicates that more information is needed, visits to the programs will be conducted.

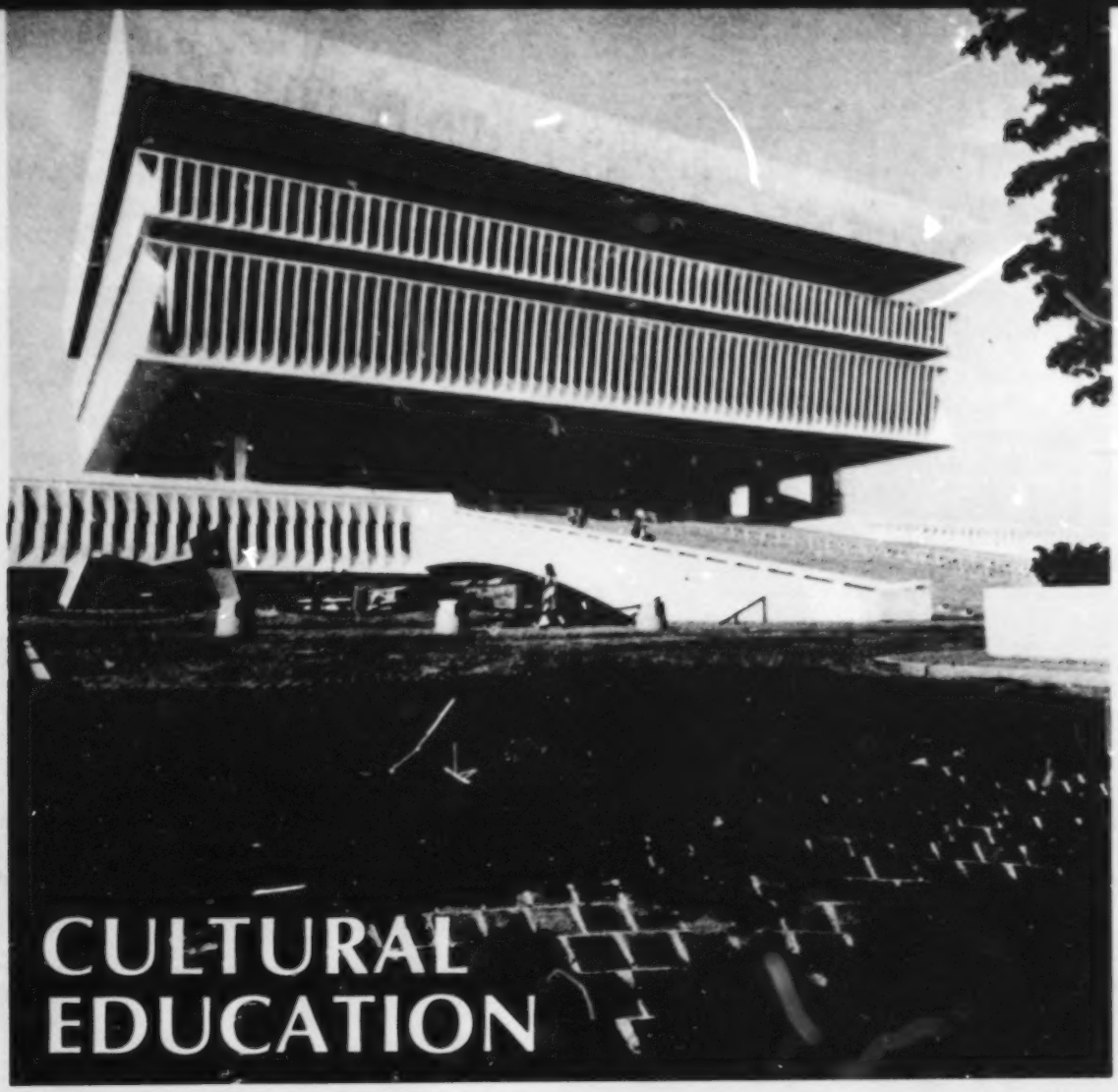
The Department has documented the increased supply of certified personnel and the decreased demand. During 1976-77, a report on the employment rate of graduates of New York's teacher education programs in the State's public schools was released.

The data clearly showed that while approximately 28 percent of the 1971 graduates found positions in the public schools, less than 10 percent of the 1975 graduates found such positions. The declining rates were evident for every region of the State and for almost every certification area.

The Educational Manpower Information System (EMIS) is the result of linking certification data to a unique record system which annually updates information on all professional staff members in the public schools.

The report on employment rates will be issued annually and is made available to: assist higher education institutions in planning and policy development, provide additional data for the Department's review of proposals for new programs, and establish reliable background information for addressing the topic of supply and demand so that the severe shortages of personnel which was experienced in the sixties is not repeated.

The need for better predictive capability is underscored by the drop in persons entering teacher education. The decreasing demand for public school persons has resulted in a decrease of 20 percent in the number of graduates certified by the State Education Department in 1976 over 1975.



CULTURAL EDUCATION

State Museum

With attendance averaging 50,000 persons per month, nearly three times the former visitation rate, the new State Museum has become the major cultural resource of the Empire State Plaza, first envisaged ten years ago. Surveys show that the museum visitors represent an international audience, as well as from cities and states throughout the United States.

Most visitors traveled to the Museum, in Albany, to view the *Adirondack Wilderness* (developed around the theme of "Man and Nature in New York State" by regions) and the Museum's large historical exhibit, *FORCES* (prepared for the Nation's and State's Bicentennials). During the Museum's first year in the Cultural Education Center, a number of temporary displays were created to supplement the major exhibits. These, too, attracted considerable attention. The 1976–77 series included: demonstration printing of the Great Seal of New York, a Hudson River iceboat and iceboat racing memorabilia, and concerts played on keyboard instruments from the Museum's collection of historical artifacts.

During the late spring, two synoptic long-term exhibits were installed: *Birds of New York*, which portrays habitats of 130 common species, and *Gems of the World*, which has a special section on the various types of gems found within New York State.

A new program has been initiated to enable handicapped visitors, starting with those who are blind, to have guided tours of the Adirondack Hall and, in classrooms, an opportunity to "touch and see" Adirondack birds and mammals. The experience of groups representing all handicapped types is being analyzed to find ways of making future exhibits more easily understood by persons with learning difficulties.

An important segment of the total visitation was 30,000 students who traveled to the State Museum for classroom instruction on a variety of topics related to the *Adirondack Wilderness* and to other exhibits and educational materials organized by the instructional staff. The Museum's unique facilities for student reception includes special ramps for bus arrivals and departures, a bus parking lot, and a lunchroom. Each of these special visitor accommodations were incorporated in a carefully organized program managed by the Museum's Visitor Services Unit.

The use of exhibit halls and meeting areas enabled the State Museum to serve as host for a number of organizations with activities related to the general purposes of the Museum.

Mass communications

The successful and very popular children's television series, *Vegetable Soup*, was once again in great demand, not only in New York State, but throughout the country. Research indicates a complete identification with the series by all young viewers, (regardless of ethnic origin), a continued and whole-hearted acceptance of the series, and a real concern with the characters in many of the sequences.

The research also indicates that children make very positive gains, in terms of the acceptance of other ethnicities and people. The popularity of the series and the need to continue to make an impact on the minds and the imagination of young people regarding the negative effects of racial isolation led to a proposal to the U.S. Office of Education for a new series to continue and improve the concepts in the original *Vegetable Soup* series. A grant was made to produce a new series, *Vegetable Soup II*, which will be seen throughout the United States starting in September 1978.

The second Regents Cable Television Conference was held in Albany in May 1977. More than 200 participants attended to examine projects which make use of the CATV access channel for educational, cultural and informational needs. The conference encouraged adjacent communities to develop a regional CATV franchise instead of separate franchises. Such a regional franchise encourages educational institutions to work together, consequently sharing media resources for better development of CATV access.

With the addition of WCFE, Channel 57, Plattsburgh, the educational television councils, supported by the Department, now provide daily broadcast services to schools and communities in nine major regions of the State. The audience for public television has grown at the rate of at least 15 percent per year since 1970.

An especially high priority area is the education of the handicapped. As a result, a new film, "Child Find," was produced and aired on *all* public television stations throughout the State. The object of the film is to encourage parents of children with suspected handicapping problems to seek help and to inform them that this help is guaranteed them by Federal and State legislation.

Emerging Playwrights is an ongoing series that helps high school and college students understand contemporary theatre in America. It introduces the viewer to the successful emerging playwrights.

Project Middle East, produced in cooperation with UNICEF, is a series of five programs on Jordan, Egypt, Syria, Yemen and Israel—placing the spotlight on an area that the world is constantly watching.

Additional television series distributed by the Bureau of Mass Communications include: *Dial Alcohol* and *Jackson Jr. High School*. These were produced by the U.S. Office of Education and the National Institute of Alcohol Abuse and Alcoholism, and are realistic and contemporary in treating the problems of alcohol which junior high school students face.

Staff members at SED's Bureau of Mass Communications review and discuss the Department's popular TV series, Vegetable Soup.

The Heart of Teaching, a series of five programs, was coproduced with the Agency for Instructional Television. The series reaches out to the teachers of New York State and deals with the problems that teachers face while following their profession.

The Mars Adventure (produced by the National Aeronautics and Space Administration) is a series of programs which enables students to comprehend the many aspects of the planet Mars.

The Metric System and *Measuremetric* are video tape series for elementary and middle school students in the basic uses and functions of the metric system.

A total of 9,600 video tape programs in four different formats were supplied to schools and institutions of higher learning during 1976–77. More than 2,400 copies of State-owned video tape programs were duplicated by BOCES for their constituencies. Some 17,500 audio tape programs were duplicated for the blind of the State of New York.

State Library

The Cultural Education Center, dramatic focal point of the Empire State Plaza, will also become the center of a statewide information network when the State Library moves to its new home in 1978. The four-million volume State Library, back-up resource and switching center for the New York State Interlibrary Loan Network, will use a combination of computer and microform technology to provide improved services to State government and the network.

During 1976–77, intensive preparations were made to put this new technology in place. Using a high-speed camera under computer control, the three and one-half million cards in the Library's catalog (now located in the rotunda of the State Education Building) were replaced by 1,500 microfiche. At the same time, selective information from this bibliographic data base was converted to computer format. This unique combination of computer and microform catalog will improve access and reduce ongoing operating costs in the Cultural Education Center. The State Library is the first major research library to replace its card catalog in this way.

The network for which the State Library is the resource center is the New York State Interlibrary Loan Network (NYSILL), now in its tenth year of operation. Linking public, academic, and special libraries with the State Library, as well as with 12 additional referral libraries, NYSILL serves a wide range of clients, including business persons, students and teachers, academic and industrial users, and the unaffiliated researcher. Despite a serious crisis in the processing of requisitions during the fall of 1976, NYSILL handled 149,684 requests that year. A new dimension was added to the NYSILL program in 1976, with the successful completion of an experiment offering computerized information retrieval in two areas of the State (the North Country and Western New York). Using the NYSILL communications network, this experimental project was extended to the other areas of the State early in 1977.

State Archives

The State Archives preserves, and makes available for use, the historically valuable official records of New York State government. Primary emphasis in this new program has been the identification of materials warranting permanent preservation. During the past year, staff archivists visited numerous offices of State government to locate and appraise records and to confer with agency personnel concerning the appropriate disposition of both active and inactive files. In the course of this work, a significant amount of previously forgotten records, some deteriorating or endangered, has been uncovered. Much of this material is of special use in documenting the establishment and early days of various State offices and facilities. Because the permanent archival facility in the Cultural Education Center is not yet ready for occupancy, the State Archives has been unable to assume physical custody of all records designated for preservation. However, historically valuable records found to be in immediate danger of loss or destruction have been transferred and maintained in temporary storage areas.

The Local Records Section of the State Archives provides advisory service for improved records control in counties, towns, cities, villages, and school and special districts. The professional staff annually inspects nearly 150 records offices. New publications have included a manual, *Indexing School District Minutes*, (distributed to every school district clerk) and a pamphlet emphasizing protection of school records against loss by fire. In addition, many county, town, city, and village clerks were warned of the flood threat to their records from unusual accumulations of snow and the high water tables. Reprints of *Procedures for Salvage of Water-Damaged Library Materials*, a Library of Congress publication, were prepared and mailed to all records clerks. Responding to the increased demand for genealogical research and the resulting burden placed on local public records custodians, the State Archives sent each official historian and historical society a copy of an article describing New York State's public records having significance in these inquiries.

The New York State American Revolution Bicentennial Commission provided funds to the Archives to make reference copies of the microfilm created during 1974–1976 by the Commission's Historical Records Microfilm Program. Nearly 200 collections of significant historical records in many local communities were filmed under this program. The information in the records has been secured, and the microfilm will be readily accessible to researchers in the Archives and copies will be available at a reasonable cost to those wishing them.

State Science Service

People are increasingly aware of the influence of their own presence on natural surroundings. Large-scale clearing for construction, abuse of resources, release of manufactured chemicals and dispersal and storage of waste products clearly alter the quality and diversity of life. Public awareness of snowballing changes in both physical and living features of the environment has prompted legislation leading to the National Environmental Protection Act (NEPA) and the State Environmental Quality Review Act (SEQR). Before major construction, waste storage, drilling or spraying can be carried out, Federal and State laws require that environmental information must be provided.

Environmental questions are easily posed, but often require considerable effort and expertise in answering. Studies of complex interactions frequently lead directly to basic research problems which must be solved first. SED's Science Service advisory activity, in response to demand for such information, has almost doubled in the past two years. Examples of three surveys are provided here to illustrate the new atmosphere of increased need for special kinds of scientific knowledge. The surveys represent ways in which the New York State Museum is addressing its increasingly important role in scientific research.

Geological Survey

A study of radioactive materials movement out of low level radioactive waste storage sites has been undertaken. In 1976–77, surface and ground water and atmospheric pathways were studied for the potential movement of radioactive materials into the environment. Steps have been taken to incorporate field data into a series of computer models which will permit prediction of modes of radioactive waste dispersal and migration.

Nuclear power plant construction requires evaluation of regional seismology and geology to develop design specifications adequate for stresses which could be produced by earthquakes. In its advisory role, the geological survey provides witnesses and testimony on probable inadequacies in earthquake design-specifications for the three plants at Indian Point, on the Hudson River, 35 miles north of Manhattan.

Anthropological Survey

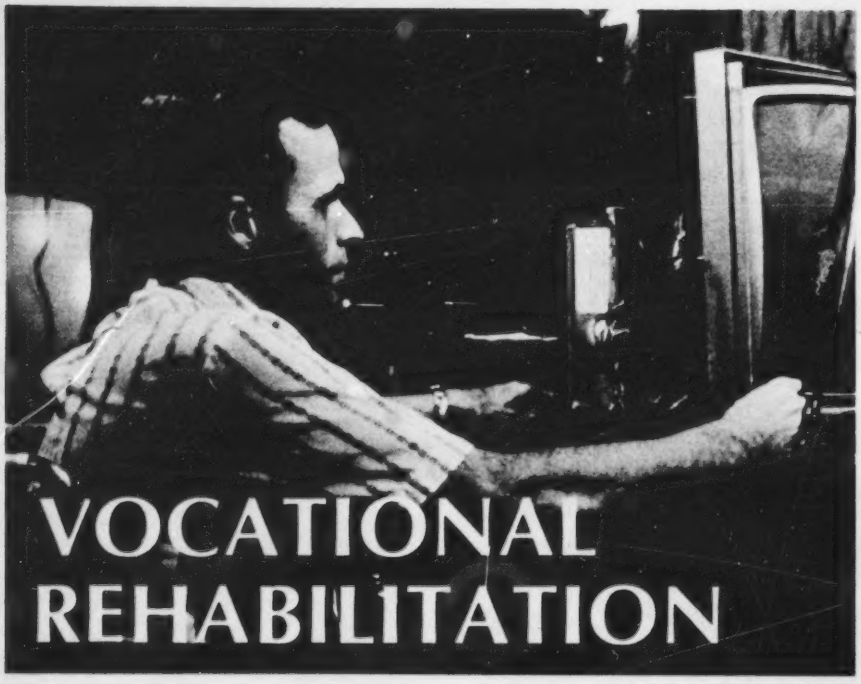
This group advises the Department of Transportation on the location, number, size and significance of archeological sites on proposed highway routes. Where appropriate, it also recommends methods of protecting sites or salvaging the information they contain. The data are needed in order for the Department of Transportation to qualify for Federal funding for highway construction. In 1976–77, forty trained archeologists and students of archeology were sent into the field, where they searched 47 miles of proposed highway rights-of-way and located some 70 new prehistoric and historic sites.

Biological Survey

This survey is providing new information on insect control without chemicals. Recognizing deleterious effects of insecticide use, scientists undertook studies of alternative methods of control of insects such as black flies and mosquitoes. A biological control field station was set up at Cambridge, where potential control agents such as fungi, bacteria and parasitic worms are being tested in the laboratory and in the field.

The botanists have been in the forefront in developing comprehensive lists of rare and endangered species and mapping plant distributions in the State. This information is required by regulatory agencies charged with the responsibility of protecting species under stress. A major cooperative effort among the botanists of the State has been initiated by the State Botanist to develop a comprehensive series of publications dealing with the plants of New York State. They will bring together much frequently requested information on the identification, abundance, distribution and uses of our plant resources.

annual report 1976-77



VOCATIONAL REHABILITATION

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SED's Office of Vocational Rehabilitation (OVR) is the primary service agency for the vocationally handicapped. It provides direct services to help nonblind physically, emotionally and mentally disabled individuals overcome handicaps to employment. In support of this primary objective OVR also promotes public understanding and fosters the development of community resources toward full acceptance and assimilation of the handicapped. During 1976-77, more than 100,000 persons were served by the program with 9,000 of these individuals rehabilitated into productive roles.

Program emphasis continues to be placed upon services to the severely handicapped and OVR's proportion of such clients is among the highest for comparable agencies in the nation.

OVR relates closely to other public, voluntary, and proprietary organizations in its casefinding and development and implementation of individualized rehabilitation plans. Such partnerships involve other parts of the State Education Department as well as the Social Security Administration, the State Departments of Mental Hygiene, Social Services, and Correctional Services, school systems, medical centers, and numerous community social, health, and rehabilitation agencies.

Often, OVR's role is a part of a comprehensive service as in the transition from institution to community, from dependency to productive self-sufficiency, and from school to work. In addition to evaluation services and vocational rehabilitation counseling, OVR's contribution may include training, restorative, and related services, as necessary to achieve suitable job placement. OVR's interagency agreements continue to be evaluated and updated to meet changing client needs.

Services continue to be improved through innovative projects developing new types of outreach through other community agencies, through introduction of rehabilitation assistants to aid counselors with nonprofessional functions, and through development of new tools for the evaluation of clients.

More than 16,000 severely handicapped clients received evaluation, adjustment and training services through community rehabilitation facilities. To strengthen and expand these local resources, OVR utilizes the State-funded Rehabilitation Workshop Support Program. In the past year, this program helped support needed new staff at 75 facilities.

Because many of the most severely handicapped clients are not able to work in competitive employment, but can be productive in sheltered work settings, OVR and its community partners actively foster the development of such work opportunities. The OVR-administered, State-funded Sheltered Employment Program helps local workshops partly meet the cost of such work programs. In this way, 89 workshops were assisted in maintaining work opportunities for 6,800 severely handicapped workers, including the blind.

Of great significance to the handicapped, and to the programs which serve them, have been the anti-discrimination and affirmative action provisions for the handicapped under Federal and State law. Such policies not only support the work of OVR but are increasing public and employer demand for its services. Staff development to meet this and related client needs had been expanded.

On the frontier of vocational rehabilitation services, the OVR completed the third year of its Client Assistance Project, an advocacy program for clients operated by contractual arrangement with the Urban League. Also, a video-based vocational evaluation program for rehabilitation facilities is being developed with the Nassau County Association for the Help of Retarded Children. Another project is dealing with the requirements of independent living and vocational rehabilitation of a group so severely handicapped it previously was outside the service reach of the program. Activities such as these help improve program performance through their contribution of new knowledge, experience, and perspective.